DOCUMENT RESUME

ED 076 109

HE 004 005

AUTHOR	Borton, Curtis L.; Holmstedt, Raleigh
TITLE	Higher Education in Indiana Needs and Resources 1968-85: Current Status Report: Programs and Personnel.
INSTITUTION	Indiana Advisory Commission on Academic Facilities, Bloomington.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
REPORT NO	CSR-3
PUB DATE	68
NOTE	221p.; The third segment of the first part of the Indiana Education Facilities Comprehensive Planning Study, 1968
EDRS PRICE	MF-$0.65 HC-$9.87
DESCRIPTORS	*Educational Facilities; Educational Planning; *Educational Programs; *Higher Education; *Instructional Staff; Post Secondary Education; Research Projects; Staff Role; *Staff Utilization
IDENTIFIERS	*Indiana

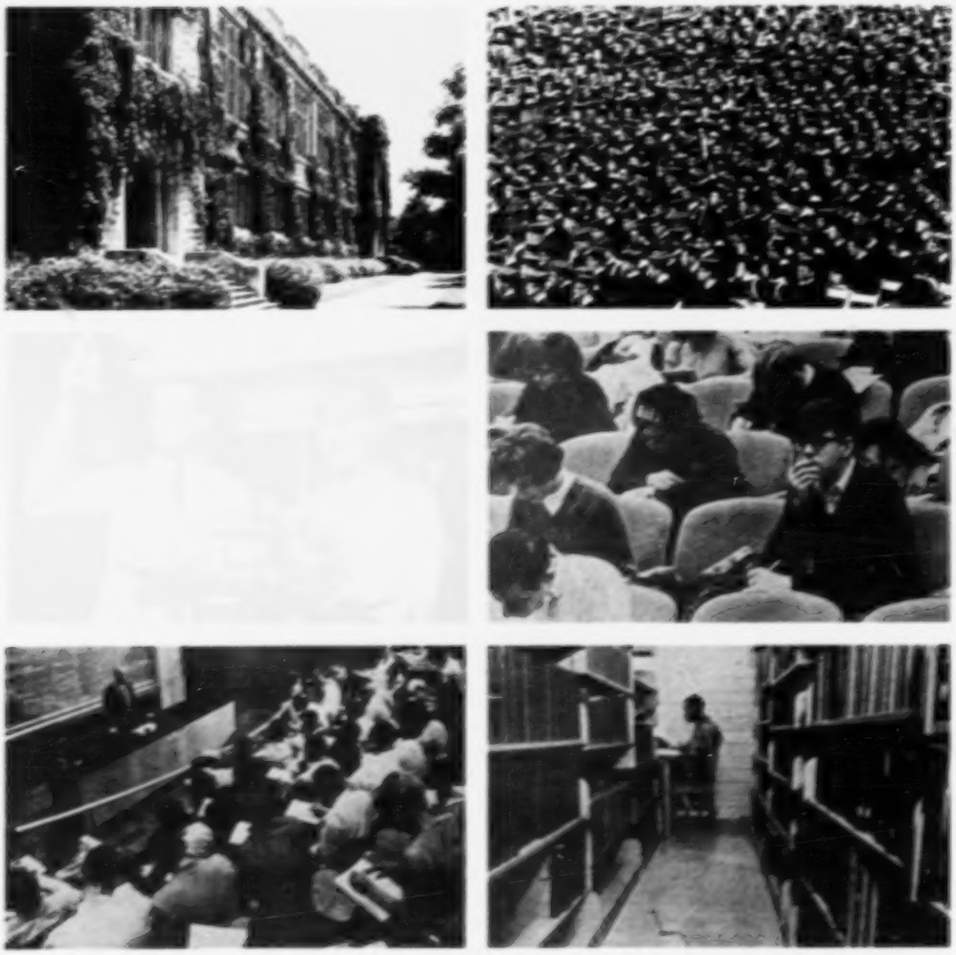
ABSTRACT

This report, the third segment of the first phase of the Indiana Education Facilities Comprehensive Planning Study, investigates programs and staff (professional and nonprofessional) in Indiana colleges and universities. Using the fall of 1967 as a base point, data were collected regarding the distribution of staff, programs offered, degree granted, and so forth in 37 institutions. Chapters cover introductory material; the scope of higher education in Indiana; instruction and research staff; administrative, clerical, and support personnel; regional campuses; and vocational and technical education. Appendices review profiles of participating institutions; definitions of academic rank; earned degrees conferred by Indiana institutions (1966-67 and 1967 summer); and the faculty, administrative staff, and service staff report forms. (Related documents are HE 004 007; HE 004 008, and HE 004 047.) (MJM)

ED 076109

Higher Education in Indiana

Needs and Resources 1968-1985 Current Status Report



Indiana Advisory Commission on Academic Facilities

HE 004005

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ED 076109

HIGHER EDUCATION IN INDIANA

NEEDS AND RESOURCES 1968-85

CURRENT STATUS REPORT:

PROGRAMS AND PERSONNEL

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Prepared for
THE INDIANA ADVISORY COMMISSION ON ACADEMIC FACILITIES

in Cooperation with
THE INDIANA CONFERENCE ON HIGHER EDUCATION

1968

FOREWORD

This report represents one segment of the first phase of the Indiana Higher Education Facilities Comprehensive Planning Study that was begun in the summer of 1967 under the sponsorship of the Indiana Advisory Commission on Academic Facilities. Funds for the project were made available to the commission by the U.S. Office of Education under the Higher Education Facilities Act of 1963 (P.L. 88-204). Cooperating in the study with the advisory commission is the Indiana Conference on Higher Education, a voluntary organization of thirty-eight Indiana colleges and universities. The Needs and Resources Committee of the Indiana Conference worked with the study director in developing the scope and outline of the study.

This study has two primary objectives. First, we hope to develop a detailed look at the future needs and expected resources of the institutions of higher education in Indiana and the likely impact of various alternative policy actions. We will attempt to present this information in a form that will be useful in the planning processes of the Indiana Conference on Higher Education, the Advisory Commission on Academic Facilities, the U.S. Office of Education, and the Indiana General Assembly. Secondly, we have designed the study to facilitate its utilization by the individual institutions of higher learning in the state. Although the published reports from the project will deal only with groups of institutions or statewide totals, we will also supply each institution cooperating in the study with detailed confidential information about its own institution. This has already been done in the areas of enrollment projections and facilities inventory-space utilization analysis, and the approach will be continued in the remaining phases of the study. These data will allow each institution to see how it compares with the statewide findings and should also further its data base development and planning efforts.

The general research design of the over-all study is presented in an outline-flow chart form. During this first year of the study, the focus has been mainly on the development of a comprehensive survey of the current scale and composition of higher education in Indiana. This phase is culminated with the publication of six "current status" reports. These are based on surveys conducted during the 1967-68 academic year and cover facilities inventory-space utilization, programs and faculty and staff, finances, student migration patterns, and preliminary projections of student enrollments. The sixth report summarizes the findings and implications of the surveys.

The second year of the study will be devoted to the long-run forecast of needs and resources. Special studies will be conducted of future space needs, the composition of the future demand for higher education, future faculty and staff needs, and expected revenues. In addition, a simulation model of Indiana higher education will be constructed that will allow us to test the impact of alternative assumptions about future growth patterns in higher education in the state. For instance, we will be able to assess the needs and resources effects of such factors as alternative faculty salary assumptions, changes in the demand for various types of academic programs, and alternative allocations of enrollments between private and public institutions.

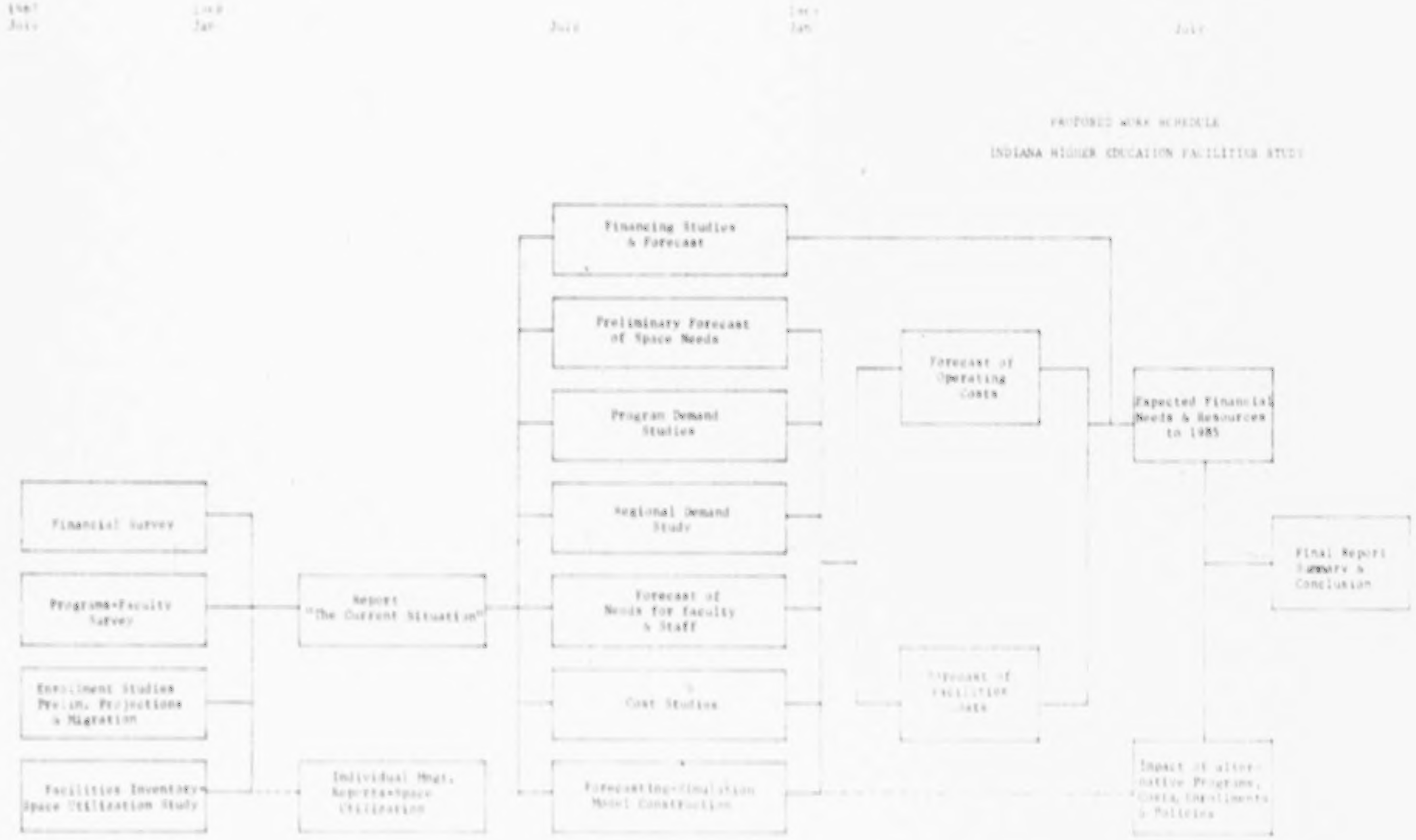
Our study obviously could not be successful without the fullest cooperation of the institutions involved. To say that this cooperation has been superb would be an understatement. The schools committed themselves to the project in the summer of 1967 and held to that commitment throughout the year. They not only allowed the study staff access to their records, but they also assumed the responsibility of developing much of the raw data. We know this was a particular imposition on their limited time and staff resources in many cases, and we can only hope that their efforts will prove beneficial to the long-run development of higher education in the state.

Finally, a special word of thanks is in order to the Graduate School of Business and the Bureau of Business Research at Indiana University. Although the study is not an official Bureau project, the School of Business has released part of my time to serve as study director for the project, and the study has been housed in and received the support of the Bureau of Business Research. Without the advice and assistance of the Bureau staff, logistical and research support problems would have been much more difficult.

Charles F. Bonser
Study Director
Associate Director, Bureau of Business Research
Graduate School of Business
Indiana University

PROPOSED WORK SCHEDULE

INDIANA HIGHER EDUCATION FACILITIES STUDY


1967 July
1968 Jan
July
1969 Jan
July
Financial Survey
Programs-Faculty Survey
Enrollment Studies Prelim. Projections & Migration
Facilities Inventory-Space Utilization Study
Report "The Current Situation"
Individual Mngt. Reports-Space Utilization
Financing Studies & Forecast
Preliminary Forecast of Space Needs
Program Demand Studies
Regional Demand Study
Forecast of Needs for Faculty & Staff
Cost Studies
Forecasting-Simulation Model Construction
Forecast of Operating Costs
Forecast of Facilities
Expected Financial Needs & Resources to 1985
Impact of alternative Programs, Costs, Enrollments & Policies
Final Report Summary & Conclusion

PREFACE

This study, undertaken by the Indiana Advisory Commission on Academic Facilities, investigates programs and staff (professional and nonprofessional) in Indiana colleges and universities. Using the fall of 1967 as a base point, data were collected regarding the distribution of staff, programs offered, degrees granted, and so forth in 37 institutions. The findings of this study should be meaningful to all concerned with the future development of Indiana colleges and universities during the present decade and beyond.

This study was made possible through the cooperation of the following institutions. We are indebted to the administrators of these institutions who aided in the collection of the data.

Anderson College
Ball State University
Bethel College
Butler University
Christian Theological Seminary
DePauw University
Earlham College
Fort Wayne Bible College
Franklin College of Indiana
Goshen College
Grace Theological Seminary and
  Grace College
Hanover College
Herron School of Art
Indiana Central College
Indiana Institute of Technology
Indiana State University
Indiana University
Manchester College
Marian College
Marion College
Oakland City College
Purdue University
Rose Polytechnic Institute
St. Benedict College
St. Francis College
St. Joseph's College
St. Joseph's College at Calumet
St. Mary-of-the-Woods College
St. Mary's College
St. Meinrad Seminary
Taylor University
Tri-State College
University of Evansville
University of Notre Dame
Valparaiso University
Vincennes University
Wabash College

During the early preparation of the study, Barbara Thatcher assisted Dr. Raleigh Holmstedt, President Emeritis of Indiana State University, in the development of data gathering instruments and in establishing communications with the participating institutions.

HIGHLIGHTS

SCOPE OF HIGHER EDUCATION

Thirty-one of the 37 institutions of higher learning are accredited by the North Central Association of Colleges and Secondary Schools.

Of the 164,697 students enrolled in the participating institutions in the fall of 1967, 76.0 percent were undergraduate students; 18.5 percent were graduate students; and 5.5 percent were in "other" (noncredit, adult education) programs.

Total enrollments increased 104 percent over the 1957-67 period, with nearly four-fifths of the enrollment increase occurring in the public institutions.

The most rapid growth in enrollment occurred in the graduate enrollment (an increase of 181 percent).

A total of 25,434 degrees were awarded by the 37 participating institutions from September, 1966, to September, 1967, with the largest number of degrees on all levels being awarded in the field of education.

The Indiana increase in earned degrees from 1954-55 to 1964-65 was greater at all degree levels than that of the United States as a whole, especially on the master's level. (Indiana grants 3.3 percent of the total earned degrees in the United States.)

The Indiana Conference on Higher Education, formed in 1944 to resolve impending postwar problems, has been the only body representing the total system of higher education in Indiana and has fostered a variety of programs of institutional cooperation.

FACULTY AND RESEARCH STAFF

The 37 participating institutions reported a total of 13,567 faculty members (7,119 full-time and 6,448 part-time) engaged in the 44 fields of instruction and research.

The largest number of faculty members was employed in the science field, with physical and biological sciences having 15 percent of the total.

The public institutions utilized 64.5 percent of the faculty resources, and the private institutions employed 35.5 percent.

Almost one-half (48.0 percent) of the full-time faculty members hold the doctor's degree; 36.9 percent hold the master's degree; 4.1 percent have the first professional degree; and 11.1 percent hold the bachelor's degree.

Less than one-fifth of the total faculty are women.

The loss of faculty in 1967 (about 11 percent) was approximately equal in public and private institutions. About 18 percent of the faculty in the fall of 1967 were new to their respective institutions. The increase in the number employed from 1966 to 1967 was 7.3 percent in the private institutions and 8.2 percent for the public institutions.

Faculty salaries varied over a wide range--on a 9-month basis the lowest institutional average was $6,200, and the highest average was $12,430. The average salary (9-month basis) for the total faculty of the 33 reporting institutions was $10,826.

Faculty salaries in the Indiana institutions are just about equal to the average of comparable institutions in the United States.

The average expenditure for fringe benefits was $1,703 per faculty member.

The ratio of faculty to students varies from 1:8.0 to 1:29.1, with an average of 1:13.1. Private institutions have higher student-faculty ratios than the public universities, but there is no relationship between this factor and size of institution.

VIII

ADMINISTRATIVE, CLERICAL, AND SUPPORT PERSONNEL

The 37 institutions employed a full-time equivalent of 4,064.9 professional administrators. Almost 70 percent of the administrators were in academic administration, business administration, and student personnel administration.

The largest single group of professional administrators consisted of student personnel administrators in the private institutions and academic administrators in the public institutions.

Secretaries and stenographers (full-time equivalent of 2,420.60) make up more than 50 percent of the total number of clerical personnel (full-time equivalent of 4,269.12).

Almost half of the support personnel performed maintenance and janitorial functions.

The total number of all library personnel for the 37 reporting institutions was 795.

REGIONAL CAMPUSES

Organized programs in higher education are operated by Indiana State University, Indiana University, and Purdue University at 10 regional campuses located in 9 major metropolitan communities.

Between 1957 and 1967 enrollments at the regional campuses increased 172 percent (a higher rate than that of the home campuses) and reached a total of 27,767.

Administrative staffs at the regional campuses total 165.4 full-time equivalent administrators; faculties consist of a full-time equivalent of 1,047.2; clerical staff totals a full-time equivalent of 297.1; and service and support staff amounts to a full-time equivalent of 221.6.

IX

VOCATIONAL AND TECHNICAL EDUCATION

Between September, 1966, and September, 1967, 51,190 persons were enrolled in programs of vocational and technical education.

Vocational training is provided by: (1) adult evening programs (sponsored by the Division of Vocational Education of the State Department of Public Instruction and the Manpower Development Act); (2) college and university programs; (3) public agency programs (city hospitals offer health career programs); (4) Indiana Vocational and Technical College programs; and (5) private training institution programs (barber colleges, business machine training schools).

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I. INTRODUCTION

PURPOSE AND SCOPE OF THE STUDY

The physical facilities requirements for higher education are determined basically by: (1) the number and type of students to be educated; (2) the nature and variety of the instructional, research, and service programs provided by the institutions, and (3) the administrative, faculty, and service personnel required to operate the institutions and conduct the programs. This report will be concerned with the higher educational programs offered by the 37 participating Indiana institutions of higher education and the staffs employed by those institutions as of September, 1967. The analysis and summaries of the data on programs and staff are designed to show the status of these elements of higher education in the academic year 1967-68.

The scope and adequacy of higher educational opportunities provided in Indiana are indicated by the number, type, and size of the colleges and universities located in the state, the fields of study in which instruction is offered and degrees granted, and the research and service programs that the institutions conduct. There are 43 institutions in Indiana that grant degrees. In addition, there are 12 regional campuses in which two or more years of undergraduate instruction is offered: 7 operated by Indiana University; 4 operated by Purdue University; and 1 operated by Indiana State University. Graduate instruction is offered by 21 institutions, at all of the regional campuses, and at approximately 30 extension centers scattered over the state.

The colleges and universities together with the regional campuses are well distributed over the state. Over 90 percent of the high school graduates of Indiana live within 25 miles of an institution or a regional campus that offers two or more years of college work. In terms of the number and distribution of institutions, Indiana is well supplied with higher education facilities. One purpose of this study will be to provide a basis for determining the additional facilities and resources that will be necessary to meet future needs for higher education in the state.

The adequacy of the higher educational opportunities available to the people of the state is indicated by the academic and professional fields in which programs of study and preparation are offered and the quality of those programs. While the individual institutions vary greatly in scope and quality, the colleges and universities of Indiana do offer programs in all of the major academic and professional fields. The tremendous expansion of knowledge and the applications thereof to the increasingly complex problems and needs of contemporary society will require a continuous revision and expansion of the programs of higher education. Not only will more people have to be educated, but more and better education will have to be provided. These factors will require additional facilities: new types of structures and equipment, large increases in operating funds, and corresponding increases in personnel to operate the institutions and conduct their programs.

The discovery of new knowledge is an important responsibility of higher education. In recent years there has been a great expansion of organized research supported by funds from governmental agencies, foundations, and business and industry. Not all institutions participate in organized sponsored research;yet, the number is increasing, and it is reasonable to expect that this trend will continue. Research requires specialized facilities and utilizes large amounts of faculty and staff time. The continuation of current trends in the expansion of research will be an increasingly important factor in determining future needs for facilities and staff.

An extensive variety of services to governmental agencies, school systems and educational institutions, business and industry, and social agencies are provided by Indiana colleges and universities. These services involve the application of knowledge and expertise to current political, social, and economic problems. In many cases original research is required. In addition, the universities are involved in a number of projects in foreign countries. These services require facilities, staff, and resources in addition to the requirements of the basic instructional and research functions of the institutions. It is reasonable to expect that the demands for these types of service will continue to expand and will be significant factors in the requirements for new facilities and resources in the future.

Personnel is the most important resource of institutions of higher education, and personnel service is the largest item of institutional expense. The adequacy and quality of personnel are the major determinants of strength in an institution's program of educational services, and the utilization of personnel is the primary factor in efficiency and economy of operation. In projecting the future needs of higher education in Indiana, the number and type of personnel needed to staff the programs of the various institutions are basic to the estimates of physical facilities and financial resources that will be required. The purpose of the faculty and staff study is to obtain complete and accurate information on all types of personnel employed in the various institutions included in the Indiana Higher Education Facilities Comprehensive Planning Study.

SOURCES AND LIMITATIONS OF DATA

The sources of information and data utilized in the study are listed below:

1. Catalogs of the institutions included in the study
2. The Higher Education General Information Survey of the U. S. Office of Education for 1967
3. A report of the number and type of degrees granted by each institution in the year 1966-67 obtained from the registrars
4. The "Faculty Report" submitted for each department of an institution showing the number and ranks of the faculty employed in the fall term of 1967
5. The "Administrative Staff Report" showing the number and titles of administrative officers in each institution
6. The "Service Staff Report" showing the number and types of service and support personnel employed in all departments and service units of the institutions
7. The "Class Organization and Staff Summary" that provides data on student enrollments in all classes taught in the institution in the fall term of 1967 and the "Departmental Reports" that show the number of classes taught, the student enrollment in each class, the student contact hours, and the staff contact hours for each department. These reports were obtained as part of the facilities utilization study conducted at Purdue University.

Data from these sources will give the following information concerning the scope of educational opportunities provided by each institution:

1. The fields of study in which instruction is offered by each institution
2. The number and types of degrees granted in each academic field
3. The number of different courses at each level of instruction offered in each academic department
4. The student enrollment, student credit hours and student contact hours for each department
5. The number and ranks of faculty assigned to each department.

These data are basically quantitative. No attempt is made to evaluate the quality of the programs offered by each institution except when the quality may be indicated indirectly by comparisons in the quantitative data. In general, the analysis will be made for the institutions as a group with individual institutions not specifically identified. The object is to give an overall picture of the status and scope of higher education in the state.

Because of the large numbers of staff personnel involved and the difficulties of obtaining the data, information on individual staff members was not obtained. This, however, is not a serious limitation as far as the purpose of the study is concerned. The objective is to obtain bases for determining the future facilities and building needs of the higher education institutions of the state. For this purpose gross numbers of the various types of staff personnel required to operate the institution and its programs are sufficient. In projecting future needs, the adequacy of institutional staffs will be taken into account insofar as this factor is indicated by the staff and program data.

II. THE SCOPE OF HIGHER EDUCATION IN INDIANA

During the first months of the study, information was obtained for each participating institution concerning general and professional accreditation, enrollment, and degree production. Information was also gathered about interinstitutional programs and vocational education. This chapter presents descriptions of higher education programs offered by Indiana institutions and indicates the scope, character, and content of Indiana higher education in general. Profiles of the participating institutions describing the general characteristics and educational program of each institution are given in Appendix A. In addition, definitions of academic rank are found in Appendix B.

ACCREDITATION OF INSTITUTIONS OF HIGHER EDUCATION IN INDIANA

Of the 37 institutions participating in the study, 31 are accredited by the North Central Association of Colleges and Secondary Schools. In addition, many institutions are accredited by professional agencies, which generally require accreditation by a regional association. All accredited institutions or professional programs are by no means equal in quality. Accreditation simply means that an institution or a professional program has met certain stated criteria that have a bearing on quality. It implies that an institution has the organization, staff, resources, facilities, and programs to achieve its stated purposes. (See Table 2.)

At least one Indiana institution is accredited in each of the professional fields expect landscape architecture, public health, and speech pathology and audiology. Several institutions offer professionally oriented programs in such fields as art, business, chemistry, journalism, music, psychology, and teacher education that either do not meet the requirements for professional accreditation or the institutions have not applied for such accreditation. In essence, higher education in Indiana meets basic standards of quality insofar as accreditation is a measure of quality (Table 3).

ENROLLMENTS IN PARTICIPATING INSTITUTIONS

The institutions participating in this study had a total enrollment of 164,697 in the fall term of 1967. (Figures may differ from other studies due to different methods of tabulation.) Of this total, 76.0 percent were undergraduate students; 18.5 percent were graduate students; and 5.5 percent were classified as "other." The other category includes noncredit students, adult education classes, correspondence study, and similar types of enrollments (Table 4). Dividing these figures according to type of institution, 68.3 percent of the total were in public institutions and 31.7 percent in private. A significant factor is that 20.0 percent of the total were enrolled at the regional campuses (Table 5).

Looking at enrollments over a ten-year period, 1957-67, there has been a 104 percent increase in total enrollments from 80,722 to 164,696. While the private institutions increased 50 percent, the public increased 145 percent, absorbing 79 percent of the increase in total enrollments.

Undergraduate enrollment increased 93 percent. The largest increase occurred in the public institutions--137 percent from 35,385 in 1957 to 83,814 in 1967. The growth in the private institutions was from 29,519 to 41,302, an increase of 40 percent. Of the total undergraduates, 66.9 percent were in public institutions and 33.1 percent were in private institutions in 1967. The graduate enrollment, however, witnessed the most rapid growth in the ten-year period with an increase of 181 percent, again mostly in the public institutions. The division of graduate enrollment amounted to 82.1 percent in the public institutions and 17.9 percent in the private institutions. The "other" category increased 81 percent, with 40 percent in the public sector and 60 percent in the private. The regional campuses' enrollment expanded 186 percent with enrollments increasing from 11,543 in 1957 to 32,993 in 1967.

Since the educational programs of several of the regional campuses are being expanded to four years of undergraduate instruction and master's degree programs, the rate of growth in enrollment at the regional campuses will continue to exceed the rate of increase in the total higher education enrollment in the state. The expansion of the programs of the regional campuses will provide a significant improvement in the scope of higher education opportunities available to students in the communities in which these institutions are located. It will also relieve a great deal of the pressures placed on the home campuses of the state universities to take more students. The fact that students can remain at home and attend a regional campus at a considerable saving in costs will also make it possible for many more students to continue their education beyond high school. The result will be a marked increase in the rate of growth of the state university enrollments.

The most significant fact to be derived from the data on enrollments is that during the ten-year period studied the Indiana higher education institutions were able to provide educational opportunities for over 100 percent more students. While the public institutions absorbed nearly four-fifths of the enrollment increase, the private institutions exceeded their estimates of enrollment and also were able to accept more students than they had anticipated at the beginning of the period. (Actual enrollments in 1967 exceeded estimates made by the Indiana Conference on Higher Education in 1955 by more than 20 percent.) There is no evidence that the quality of higher education was adversely affected by the large growth in enrollments.

DEGREES AWARDED BY PARTICIPATING INSTITUTIONS

The number of degrees awarded and the fields in which they were awarded are used in this study as measures of the scope of the educational programs of the participating institutions. These also represent the production of the institutions. The number of degrees of different levels awarded in each field of study in the school year of 1966-67 and the summer session of 1967 were secured from the registrar of each participating institution (Table 7).

The 37 participating institutions awarded a total of 25,434 degrees from September, 1966, to September, 1967. The total included 15,605 bachelor's degrees awarded by 35 institutions; 833 first professional degrees awarded by 10 institutions; 7,431 master's degrees awarded by 15 institutions; 55 specialists in education degrees (two-year graduate degree in education); 864 doctor's degrees awarded by 7 institutions; and 646 associate in arts degrees awarded by 5 institutions. The largest number of degrees was awarded in the field of education, with 3,521 bachelor's degrees, 3,242 master's degrees, and 198 doctor's degrees.

In the arts and science fields the largest number of bachelor's degrees were awarded in the social sciences, with 2,429 degrees offered by 28 institutions. In the fields that may be classified as professional or vocational, a total of 8,168 bachelor's and first professional degrees requiring four years of study were awarded by 31 institutions (Table 8). The largest field again was education, with 3,521 bachelor's degrees awarded by 28 institutions. To this number should be added 2,545 who qualified for secondary school teaching certificates who received degrees in arts and science fields. A total of 287 bachelor's degrees were awarded in unclassified areas; these degrees were granted in specialized or interdiscipline areas of the arts and sciences or in professional-vocational fields not commonly offered in colleges and universities.

A total of 833 first professional degrees requiring five or more years of preparation were awarded in 6 fields by 10 different institutions. If the number of degrees awarded in professional fields requiring five or more years of preparation are added to the number requiring four years of preparation, the total is 9,001, 54 percent of the 16,438 bachelor's and first professional degrees awarded by all of the participating institutions. If the number preparing to be secondary school teachers in arts and science fields are included in the professional degrees, the number of degrees is increased to 11,546, which is 70 percent of all bachelor's and first professional degrees awarded. While these data indicate the large preponderance of professional education in comparison to liberal or general education at the undergraduate and first professional degree levels, it should be pointed out that all of the professional fields require a substantial amount of work in arts and sciences, either as preprofessional preparation or as part of the professional program. There is evidence here, however, that most of the students graduated by the participating institutions have a professional-vocational objective.

The largest number of master's degrees was awarded in education (3,242 degrees), constituting 44 percent of the total. Indiana requires a master's degree for a permanent teaching license; this accounts for the large number of degrees in education. Graduate courses at the master's degree level are offered at all of the regional campuses and at a number of other extension centers by the state universities. While these off-campus programs are largely for the benefit of public school teachers, courses are offered that are of interest to graduate students in other areas of study. In general, Indiana is well supplied with opportunities for graduate study at the master's degree level both in terms of the fields in which degrees are awarded and the number of institutions that offer graduate study.

Seven institutions awarded 846 doctor's degrees in more than 20 fields. As was the case at the bachelor's and master's degree level, education was the largest field with 198 degrees. In addition, doctor's degrees were awarded in more than 80 specialized fields of study. These data give evidence that opportunities for advanced graduate study at the doctorate level are provided by the universities of Indiana in practically all of the important academic fields.

The associate in arts degree is a two-year undergraduate degree. It is a relatively unimportant segment of the higher education programs in Indiana. Five institutions offered programs for this degree and awarded a total of 646 degrees. The largest number of associate in arts degrees was awarded in fields of technology (299 degrees). Since Indiana does not have a system of junior colleges, the opportunities at this level of higher education are very limited. Two-year programs for the associate in arts degree, however, are in process of being developed at several of the regional campuses, and they should result in a substantial increase in the production of degrees at this level. These new two-year programs will also provide an important expansion in the educational opportunities available in the regional campus communities.

The public institutions award 17,413 degrees, 68.4 percent of all degrees awarded. The majority of the private colleges limit their educational programs to the four-year bachelor's degree. At this level they awarded 39.5 percent of the bachelor's degrees in comparison with 60.5 awarded by the four state universities. At the master's degree level the four state universities awarded 79.3 percent of the degrees, and 11 private institutions awarded 20.7 percent. Two private colleges awarded doctor's degrees in theology, but they granted only 8 degrees. The state universities awarded 89.7 percent of the doctor's degrees.

A more detailed distribution of degrees awarded, by academic field, is presented in Appendix C.

The division in degrees awarded corresponds very closely with the division of enrollments between public and private institutions. If the trends of the past decade continue, it is evident that the public institutions of Indiana will be responsible for an increasing proportion of the future production of degrees. While the private institutions will no doubt be able to increase their enrollments, there is little likelihood that they will be able to expand their educational offerings much beyond the fields in which they now operate. This means that the state universities will have to absorb the growth in specialized areas at both the undergraduate and graduate levels. This is particularly true in professional fields in which current shortages are most acute.

To gain a better perspective of the scope of higher education in Indiana, it is interesting to look at the number of earned degrees produced in the United States and Indiana for the years 1954-55, 1959-60, and 1964-65. Two comparisons are of interest: (1) the percent of increase in the number of degrees granted during the ten-year period; and (2) the percentage that degrees granted in Indiana is of the total number of degrees granted in the United States (Table 9).

The total number of earned degrees in the United States increased from 354,445 in 1954-55 to 667,592 in 1964-65, an increase of 88.3 percent. For Indiana the increase was from 10,783 in 1954-55 to 21,989 in 1964-65, an increase of 103.9 percent. At the bachelor's and first professional degree level the comparable percentages of increase are 87.5 percent for the United States and 90.4 percent for Indiana. The increase in master's degrees for the United States is 92.7 percent, compared with 162.4 percent for Indiana. At the doctorate level the increase for the United States is 86.3 percent and 92.5 percent for Indiana. These comparisons show that the increase in earned degrees in the ten-year period 1954-55 to 1964-65 was greater at all degree levels in Indiana than for the United States as a whole. The greatest difference was in the number of master's degrees granted where the increase for Indiana was 70 percent greater than the increase for the United States. During this ten-year period the requirement for a master's degree for a permanent teaching license and for all administrative supervisory positions in the public schools in Indiana was instituted, and it is the principal factor in the large increase of master's degrees.

In total degrees granted Indiana increased from 3.0 percent of the United States total to 3.3 percent in 1959-60. In 1964-65 similar increases in Indiana's percentage of the U. S. total occurred at all degree levels. The largest change was at the master's degree level where Indiana increased from 3.5 percent to 4.7 percent of the U. S. total.

Furthermore, the percentages of earned degrees in large subject fields for the United States and Indiana are of interest. The number of earned degrees for the United States is estimated for 1966-67 while the number for Indiana is the number awarded by the 37 institutions participating in this study. The largest percentage of total earned degrees is in the field of education for both the United States and Indiana, with 20.2 percent for the United States and 28.1 percent for Indiana. This is where the largest difference in percentages of earned degrees between the United States and Indiana occurs. The only other field in which the percentage of earned degrees is larger for Indiana is in engineering. At the bachelor's degree level 9.4 percent of the degrees for Indiana and 6.5 percent for the United States were in the field of engineering. While larger percentages of master's and doctor's degrees in engineering were awarded in the United States than in Indiana, the percentage of total degrees awarded in engineering for Indiana (8.4 percent) is greater than that for the United States (7.6 percent).

Business and commerce, which is a large field, is included in the "other" category in Table 12. In 1966-67 the Indiana institutions awarded a total of 2,807 degrees in business or 11.3 percent of the total degrees awarded. Data were not available for earned degrees in business in 1966-67 for the United States, but a check of 1964-65 showed that 11.8 percent of the total earned degrees were in business and commerce for the United States. This comparison would indicate that there is no significant difference in the percentage of earned degrees in business between Indiana and the United States.

With the exception of education and engineering there appears to be no important differences in the distribution of earned degrees among the various fields of study between Indiana and the United States as a whole. As mentioned previously, the relatively large percentage of earned degrees in education for Indiana may be attributed to the high level of teacher and school administrative certification requirements of the state. In addition, the state universities of Indiana have developed comprehensive graduate programs in education that have attracted large numbers of graduate students from outside the state. Indiana has seven universities that offer degrees in engineering, and Purdue University has one of the largest schools of engineering in the United States. It offers an extensive graduate program in engineering and related sciences. The relatively large percentages of earned degrees in engineering may be attributed to such factors.

The comparisons of Indiana with the United States in the distribution of earned degrees among the various academic fields indicates no important deviations or deficiencies for Indiana. Insofar as the production of degrees in the various fields is a measure of the scope of educational opportunities, it would appear that higher educational offerings are as broad in Indiana as in the United States as a whole. There are no defined criteria for the optimum distribution of degree production among the various fields of study. No doubt shortages in some fields are more acute than in others. Actual production is determined by the kinds of existing institutions, the programs that they offer and the selections made by students. The colleges and universities of Indiana offer a wide variety of educational programs that, in terms of degree production, correspond closely to the total pattern of higher education in the United States. The data on degree production show that the 37 institutions participating in this study do provide opportunities for Indiana students to study and prepare themselves in all of the important academic and professional fields. The data on enrollment show that these institutions have also been able to meet the demands of a large increase in student population. In the process many new educational programs have been added. If the past is any indication of the future, there is ample evidence that more and better education will be available to more students at all levels. Detailed studies of manpower needs no doubt will reveal serious shortages and deficiences in the production of higher education in Indiana. It is also certain that some of the education now offered is of unsatisfactory quality. The accelerating expansion of knowledge in all academic fields and the applications thereof to increasingly complex technological and social problems will place a greater burden on institutions of higher education. To meet these new needs and to alleviate the current shortages and deficiencies will require very large increases in the facilities, staffs, financial support, and educational offerings of these institutions and others that may be added.

INTERINSTITUTIONAL COOPERATION OF INDIANA COLLEGES AND UNIVERSITIES

The colleges and universities of Indiana have had a high degree of interinstitutional cooperation throughout the period following World War II. In 1943 President Herman B Wells, Indiana University, appointed the Post-War Planning Committee to study postwar conditions and needs of the university and to submit their findings and recommendations for meeting these needs to the President and Board of Trustees. As the work of the Post-War Planning Committee progressed it became apparent that the major problems that Indiana University would face in the postwar period would also have to be faced by the other colleges and universities in the state. It was apparent that Indiana University acting alone and independently of other institutions could not meet the postwar higher education needs and problems of the state and that these problems could be effectively solved only through the active cooperation of all the colleges and universities of the state. The Post-War Planning Committee, therefore, decided to call a conference of all Indiana colleges and universities to discuss the mutual problems to be faced. The conference was held in Indianapolis, March 17-18, 1944, and was attended by approximately 70 representatives of 20 colleges and universities.

The discussions in this conference centered around five general areas of concern: (1) admission and credit evaluation; (2) counseling and guidance; (3) curriculum adjustments; (4) variables outside the control of the institutions; and (5) foreign students and international relations. These problems related primarily to the education of returning veterans and the adjustments that would be necessary to meet their educational needs. A number of recommendations for handling these problems were proposed by the discussion groups and were generally accepted and followed by the Indiana institutions in their handling of veterans.

The first conference on postwar education problems had raised so many questions to which definite answers were not available that the need for further conferences was apparent. A committee was then appointed to present recommendations for a permanent organization of higher education in Indiana. The recommendations of the committee were adopted at the second conference, June 10, 1944, and the Indiana Conference on Higher Education was formed. Thus, an organization of higher education in Indiana that was originally concerned with the exigencies of the impending postwar problems was created; it has continued as the only body that represents the total system of higher education in the state.

The Indiana Conference on Higher Education has no legal status or corporate powers. Originally it had no constitution or by-laws to define the purposes, responsibilities, or authority of the conference. A constitution was adopted in 1955 that stated the following:

> The purpose of the Indiana Conference on Higher Education shall be to provide for discussion and create understanding of the problems of higher education as they relate to the colleges and

> universities in Indiana, and to provide an organization by which decisions can be made on policy matters involving cooperative action among all Indiana institutions of higher education.[1]

There were two problems of paramount importance that the Indiana institutions of higher education faced in the postwar period: (1) what would be the probable enrollment that would have to be provided for and (2) what educational adjustments would be necessary to meet the needs of the returning veterans and the changed conditions of the postwar society. There was considerable discussion as to how the institutions could meet the unprecedented enrollments after the war, but it was unanimously agreed that, through cooperative action, all qualified veterans who applied for admission would be accommodated. To accomplish this purpose an eight-point program was approved that became know as the "Indiana Plan." This plan included the following steps: (1) using college dormitories more efficiently and securing unused Army buildings and war workers' housing for student and faculty housing; (2) combing every college community for rooms and apartments for students and new faculty; (3) using classrooms and laboratories more hours per day; (4) advising students to enroll in smaller institutions rather than large universities that were already overcrowded; (5) advising veterans to enroll in colleges in their home communities; (6) advising prospective students to apply for admission by June 15 to the institutions of their choice so that any referral to other institutions could be made before the fall term began; (7) cooperating fully with the U.S. Veterans' Administration and the State Department of Public Instruction in the development of programs to assure training of all veterans who wished college training; and (8) giving preference to applicants from Indiana.

The demands were met and the stated purpose of the "Indiana Plan" to provide education for all qualified veterans was attained with little discernible deterioration in the quality of education offered. The success of the cooperative efforts in planning and action in meeting the exigencies of the postwar period set the stage for the continued cooperation of the Indiana colleges and universities that had a profound influence on the development of higher education in the state.

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[1] Indiana Conference on Higher Education, Minutes (May 7, 1955).

Educational adjustment was a topic of study and discussion in the meetings of the Indiana Conference on Higher Education over a five-year period, 1944 to 1949. In these discussions various aspects of the problem were explored. Among the topics discussed were: educational needs of the local community and state, educational needs of high school students, intergroup education, international education, general education versus specialized and vocational education, moral values in higher education, the role of each type of institution in the Indiana system of higher education, the social and philosophic principles that should be the basis of higher education. Out of these discussions emerged a number of important conclusions and recommendations that have had a marked influence on the development of higher education in the state. A general consensus and acceptance of the following points came out of the meeting:

(1) The opportunity for a higher education should be available to all students who have ability, desire and determination to benefit by it.

(2) The diversity of public and private institutions should be maintained in order to provide a wholesome balance of educational experience and opportunity. It was agreed that the approximately equal division of undergraduate enrollment between public and private institutions should be maintained.

(3) The institution should provide: (a) programs of general education that would open up to the individual the chief fields of knowledge; (b) programs of advanced education that would enable the individual to gain deeper insight and wider comprehension in a field that he chooses for concentrated study; (c) programs of general and specialized training which would prepare the individual to work

> successfully in the vocational field of his choice; (d) programs of advanced general and specialized education that would prepare the individual for the profession of his choice; (e) foster in the individual appreciation of his social and civic obligations; and (f) foster in the individual an appreciation of aesthetic values.[2]

In order that the kinds of programs that were needed would be effectively provided, it was recommended:

> That each institution evaluate its present services to the immediate community of which it is a part; explore with established educational agencies the possibilities of cooperative effort; ascertain potential educational needs of the community; and work toward a flexibility of organization that will help to meet these needs by marshaling the total resources of the state. This will require close cooperation among institutions and between those institutions and educational forces in the community.[3]

It was agreed that since 92 percent of the high school graduates lived within 25 miles of an institution that offered at least two years of college work and since the 31 colleges and 14 university extension centers were offering broad programs of cultural, professional and technical study on undergraduate and graduate levels as well as a great variety of adult and specialized technical programs, the new and greater needs for educational services could ordinarily be served economically and effectively by the existing colleges and universities of the state. The conference has consistently opposed the organization and establishment of a system of community or junior colleges in the state.

The Indiana Conference on Higher Education has continued to engage in a variety of cooperative programs and activities. These may be classified in four general categories: (1) studies of problems of common concern to the members; (2) actions that the members approved and that represented viewpoints on particular problems and issues; (3) cooperative programs in which all or a majority of the institutions participated; and (4) inter-institutional cooperation in activities or programs that usually involved institutions in close geographical proximity. Participation in cooperative activities and acceptance of conference actions were entirely voluntary on the part of the member institutions.

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[2] Indiana Conference on Higher Education, Summary Report (November,1949).

[3] Summary Report.

Several special studies have been made of such problems as enrollments, facilities and resources, faculty status, salaries and benefits, and instructional programs. A number of surveys were made on minor problems that usually dealt with some aspect of instructional programs or services. More or less detailed reports of the major studies were made and distributed to conference members. On the minor problems oral reports were usually made, and no permanent record of these studies exists.

The studies were in the fullest sense "self-studies." The data were furnished by the members of the conference, and the analyses were made by staff members. No outside consultants were employed. The results of these studies were highly valuable to the colleges and universities of Indiana in their planning and development of programs to meet the demands for higher education in a period of unprecedented expansion. In addition, the studies became the bases for cooperation in the development and implementation of the "Indiana Plan" for higher education.

There have been several enrollment studies since 1946. Reports are submitted each year to the Indiana Association of Collegiate Registrars and Admission Counselors to give uniform enrollment data for each institution and to make it possible for an institution to compare its enrollment trends with that of other institutions and with the totals for the state. In addition, a number of enrollment projections have been made. In all of the studies and projections of enrollments, the actual enrollments were consistently underestimated, and the number enrolled exceeded the total stated capacities of the institutions. The continuous analysis of enrollments and the projections that were made did enable the institutions to anticipate the increases in enrollments and to plan for them. The studies of enrollments and the planning that followed have been the most important cooperative endeavors of the Indiana colleges and universities.

Three studies of faculty salaries were made by the Indiana Conference on Higher Education. The lag in faculty salaries revealed by the studies provided a strong incentive to all institutions to seek funds to improve the salary status of their faculties. In addition to the salary studies, several studies and surveys were made pertaining to faculties. The studies of faculty salaries and other elements of faculty status provided the bases for the development of policies and programs for improving the deficiencies revealed. The problems of recruiting and retaining qualified faculty to serve the large increases in enrollments and the necessary expansion of educational programs were acute for all of the institutions. It was agreed that cooperation and mutual support rather than interinstitutional competition were necessary to solve these programs. This attitude has characterized the relationships of the Indiana institutions throughout the postwar period.

In addition to enrollment and faculty studies, the conference decided to make a general study of higher education in Indiana. A committee was appointed to make the study and to obtain such assistance as was necessary from the staffs of the institutions. The study was completed and distributed to the conference members in November, 1957. It encompassed six major areas: (1) enrollment outlook; (2) building inventory and utilization of facilities; (3) expenditures and income for operation; (4) personnel; (5) curriculum; (6) resources available for support. The curriculum inventory indicated that the educational objectives of the Indiana Plan were being served fairly well although no attempt was made to evaluate the quality of the offerings. The analysis of economic resources of Indiana showed that a substantial increase in the proportion of the gross Indiana product going to higher education would be necessary if the needs of the institutions projected to 1970 were to be met. The general conclusion of this study was that the Indiana institutions could meet the need for higher education in the state to 1970 and could maintain the desired relationship between public and private institutions.

Indiana Conference on Higher Education Programs

The conference initiated and sponsored a number of actions and programs in which the member institutions participated. Participation in these was entirely voluntary on the part of the member institutions.

Educational Television. Numerous attempts were made by the conference and by individual institutions to initiate a program of educational television that could be developed cooperatively. However, not until 1967 was success made in this area. At that time, the legislature authorized and appropriated funds for a closed-circuit television system that would connect the four state universities and their regional campuses through microwave transmission. This system was completed and became operative in 1967-68. It is possible for a number of the private colleges to utilize this system, thus making available instructional programs via television on virtually a statewide basis.

Public Information Programs. The conference has conducted three public information programs. Statistics on college enrollment in Indiana showed that a smaller percentage of high school graduates entered college in Indiana than in neighboring states. A brochure on the importance and values of a college education and the opportunities that were available in Indiana was prepared and distributed to 75,000 juniors and seniors in all the high schools of the state. Following the study of needs and resources in 1956, a brochure entitled "Meeting the Needs" was published, and 30,000 copies were distributed to alumni, businessmen, and governmental officials. This brochure gave information about enrollments, trends, needs for physical facilities, expansion of facilities and estimates of the cost of meeting the demands for higher education in Indiana to 1975.

In addition, the conference participated in and supported a program of the National Advertising Council launched in 1957 to publicize higher education in Indiana. The salient facts about higher education were given wide publicity through radio, television, newspapers, and displays on posters and highway bulletin boards. News releases on conference studies, programs, and actions were also distributed to newspapers, radio and television stations to inform the people of the status and needs of higher education in the state.

Scholarship Testing Programs. "The Scholarship Association of Indiana Colleges and Universities" was formed in 1955 with 30 members, each institution represented by its financial aids officer. SAICU has organized and directed statewide testing programs in which all high school seniors applying for scholarships in Indiana colleges and universities participate. The tests are supplied and administered by the Educational Testing Services, Inc. In addition to the testing program, SAICU disseminates information concerning financial aids, methods of application, costs at each institution, and other pertinent information. Policies and a code of ethics for administering and awarding scholarships and financial aids have been adopted by the member institutions. This program has provided the maximum benefits from available scholarship and financial aids for Indiana students.

State Scholarship Programs. The state scholarship program became operative for the school year 1965-66. The program provides for a maximum scholarship of $800 for all educational costs in an Indiana college or university. Awards are made on the basis of academic achievement and financial need. The program is administered by the State Scholarship Commission, which includes four representatives of private colleges and four representatives from the state universities.

In 1966 the State Scholarship Commission entered into a contract with the United States Commissioner of Education for administering the educational opportunity grant program under the Higher Education Act of 1965. The Indiana Conference on Higher Education acts as the cooperating agency. The State Scholarship Commission also administers the Federal Guaranteed Student Loan Program.

Non-Western Studies Program. A grant was obtained from the Ford Foundation, and the Non-Western Studies Program was established at Indiana University. This program includes faculty fellowships, campus visits by specialists, regional conferences on foreign areas, a television course in which seven institutions participated, an institute on Africa, special lecturers shared by several colleges, a seminar on Africa in which students from five institutions in the South Bend area enrolled, and art exhibits. Several institutions have organized study programs of non-Western areas, and others have developed one or more courses on various aspects of particular areas.

The Indiana Language Program. This program is designed to improve the teaching of foreign languages in high schools and colleges. The program was instituted in 1962 at Indiana University with a grant from the Ford Foundation. A variety of activities such as conferences, faculty seminars, experimental teaching programs, a program for training Cuban refugees to become teachers of Spanish, and summer institutes for undergraduates preparing to be language teachers. The majority of the colleges and universities of Indiana have participated in this program. A second grant from the Ford Foundation extends the program to 19

Peace Corps Project. In 1961 the Indiana Conference on Higher Education organized and conducted a Peace Corps project in Chile. The University of Notre Dame was the contracting and training agency for the program, and all members of the conference participated in recruiting students to participate in the project. Five Peace Corps groups were sent to Chile.

Honors Conferences. About 30 colleges and universities in Indiana have developed honors programs for undergraduate students. Beginning in 1963 an annual honors conference has been devoted to discussion and study of the problems and methods of conducting honors programs. The programs have included discussions of various aspects of honors programs, exchange of materials, presentation of new developments in honors courses, results of research studies in the area, and other pertinent topics. A committee is appointed each year to plan the program and select the meeting place.

Higher Education Facilities Act. In 1967 the project which includes this study was proposed, and a grant was given under the Higher Education Facilities Act to conduct a comprehensive survey of needs and resources of higher education in Indiana. Thirty-seven colleges and universities are cooperating in the survey. The project was approved by the Indiana Conference on Higher Education, and advisory committees representing the institutions were established. This study, when completed in 1969, will give projections of needs of higher education in Indiana to 1985 and will represent the largest, and one of the most important, cooperative endeavors of the Indiana colleges and universities.

Other Cooperation between Institutions

In addition to the cooperative programs sponsored by the Indiana Conference on Higher Education, there have been many types of cooperation between member institutions. In 1961 the Committee on Inter-Institutional Cooperation was established for promoting and sponsoring cooperative activities among the institutions. Currently there are five regional committees that represent consortia of institutions in the respective areas. Three surveys of cooperative activities have been made: the first, in 1961, lead to the formation of the Committee on Inter-Institutional Cooperation; the second was in 1963; and the last was in 1966. In the last survey responses were received from 30 institutions. The following summary shows the extent and variety of cooperative activities that have been developed.

Joint degree programs. Indiana University, Ball State University and Indiana State University have joint programs for the Ed.D degree. Ball State has had a similar arrangement with Purdue University. Programs have also been developed between the universities and several colleges for bachelor's degree programs and programs in law, medicine, and engineering. Preprofessional programs for law, medicine, pharmacy, veterinary medicine, and medical technology have been developed between the universities and several colleges. Other joint degree programs are in operation.

Shared courses and programs. Shared courses are offered by more than 20 institutions. The four state universities have operated the Cooperative Program in Teacher Education at the northern regional campuses since 1963, and a number of graduate courses in education are offered that are accepted by all four universities. Indiana University, Ball State University, and Earlham College conduct a shared program of courses for part-time students and adult education at Earlham College.

Shared faculty. Twenty-six institutions reported shared use of faculty.

Interschool faculty research. Ten institutions reported that their faculty members participate or cooperate in research with faculty of other institutions.

Shared use of library holdings. The large collections of the universities are available to faculty and students in other institutions. The libraries of the four state universities, the Indiana State Library, and several of the larger public libraries are linked in an interlibrary teletype communication system that greatly facilitates interlibrary loans. Colleges in the same localities generally share their library resources through formal arrangements.

Audio-visual materials. The four state universities have large collections of educational films that are available to other institutions on a rental basis.

Computer services. The large computer installations of Indiana University, Purdue University, and the University of Notre Dame are available for research purposes on a cost of service basis.

Visiting lecture program. Twelve institutions share visiting lecture with other institutions, and ten reported specialists in various fields available for lectures in other institutions.

Interchange of theatre productions, concerts, art exhibits, and others. Twenty institutions reported the use of such productions from other universities.

Foreign study programs. Fifteen institutions conduct foreign study programs that are generally open to students from other institutions. Sixteen colleges participate in the Indiana Intercollegiate Study Project that offers summer programs in England and Mexico.

Off-campus programs. These programs include summer field trips; seminars in Washington, D.C.; science research programs; joint discussion groups in theology and philosophy; student organization programs; and faculty seminars.

Department staff visits. Twenty institutions reported departmental faculty visits to other institutions. These visits usually centered around curriculum and instructional problems and the planning of physical facilities.

Shared facilities. Indiana University and Purdue University share facilities on their regional campuses. Indiana University has also conducted instructional programs in cooperation with Earlham College. University of Evansville, and Vincennes University.

Cooperation with institutions outside Indiana. Indiana University and Purdue University are members of the Council for Institutional Cooperation, an organization of midwestern universities formed to promote interinstitutional cooperation on research projects. The two universities are also joined with other Big Ten universities in the operation of the Argonne Laboratories in Chicago. Other organizations in which Indiana colleges participate are the Great Lakes College Association, the Cincinnati Council on World Affairs, and the American Universities Field Staff Programs.

Associated colleges of Indiana. Thirteen private colleges are organized to solicit financial support from Indiana corporations and business organizations. Since 1948 nearly $15,000.00 has been raised from over 800 Indiana firms, more than 250 of which are regular contributors.

Cooperation of the state universities. In 1949 the General Assembly of Indiana mandated that the four state institutions prepare a joint budget request for operating appropriations, the request to be based on such factors as student costs, enrollments and other elements of operation. In compliance with this mandate the universities projected enrollments, developed elaborate cost accounting procedures, and formulated detailed methods for allocating operating costs to a per student basis. In the final total of the budget request each of the four institutions was allocated a definite percentage by agreement, which was the percentage it received from the total appropriation. This procedure was followed until 1967 when the plan was abandoned and individual institutional budget requests were required by the State Budget Agency.

In 1951 a ten-year building program was prepared jointly by the four state institutions. This program became the basis for capital appropriations to 1963. A second ten-year program was prepared for the 1963-73 period with provision for biennial adjustments. This program is still used as the basis for requests for capital appropriations.

There has been close cooperation between Indiana and Purdue Universities in developing and expanding their regional campus programs. Four-year college programs are now in operation in four of the major metropolitan areas of the state.

The State-Wide Educational Program Committee, in which each university is represented, studies the educational needs of the state and recommends to the presidents of the universities areas in which programs should be developed and types of services that should be offered. It is the purpose of this committee to prevent unnecessary and expensive duplications and to suggest ways for attaining a well-balanced total educational program. A representative of the private colleges serves on this committee.

It is difficult to evaluate fully the benefits that have accrued from the wide variety of cooperative actions and programs in which the Indiana colleges and universities have engaged. There is no question that resources have been used more effectively. Educational opportunities have been broadened; the quality has been improved; and plans for expansion and growth have been more realistic and effective than would have been possible without cooperation. There has been greater understanding and appreciation of the aims and purposes of individual institutions; competition and controversy have been reduced; and common problems have been solved. The public and private institutions have been brought together in a working relationship that has given unity to higher education in Indiana and at the same time has preserved the diversity that is essential to an effective and adequate system of higher education.

Table 1 INDIANA INSTITUTIONS OF HIGHER EDUCATION, 1967-68

Type of Institution	Number	Included in Study
Colleges of Arts and Science	26	22
Universities		
Public	4	4
Private	4	4
Professional Schools		
Art	2	1
Engineering and technology	4	3
Theology and religion*	4	2
Junior Colleges		
Public	1	1
Private	1	--
TOTAL	46	37

*Three additional seminaries are connected with liberal arts colleges.

Table 2 ACCREDITATION OF INDIANA INSTITUTIONS OF HIGHER EDUCATION BY THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS, 1967

Highest Degrees	Number of Institutions
Bachelor's or first professional	16
Master of Arts - Master of Science	9
Doctorate or equivalent	5
Junior college associate degree	1
TOTAL	31

SOURCE: Federation of Regional Accrediting Commissions of Higher Education, Accredited Institutions of Higher Education (Washington D. C., 1967).

Table 3 PROFESSIONAL ACCREDITATION OF INDIANA INSTITUTIONS OF HIGHER EDUCATION

Professional Fields	Number of Indiana Institutions Accredited
Architecture	1
Art	1
Business	2
Chemistry	9
Dentistry	1
Dental Hygiene	1
Engineering	4
Forestry	1
Journalism	1
Landscape Architecture	0
Law	4
Librarianship	1
Medicine	1
Medical Records Librarian	1
Medical Technology	1
Occupational Therapy	1
Music	7
Nursing (Collegiate)	6
Optometry	1
Pharmacy	2
Psychology	2
Public Health	0
Social Work	1
Speech Pathology and Audiology	0
Teacher Education	16
Theology	2
Veterinary Medicine	1

SOURCE: Federation of Regional Accrediting Commission of Higher Education, Accredited Institutions of Higher Education (Washington D. C., 1967).

Table 4 ENROLLMENTS IN PARTICIPATING INSTITUTIONS, FALL, 1967

Institution	Under-Graduate	Graduate	Other	Total
Anderson College	1,447	83	--	1,530
Ball State University	11,473	2,651	--	14,124
Bethel College	450	--	29	479
Butler University	2,708	1,334	204	4,246
Christian Theological Seminary	24	231	--	255
DePauw University	2,359	50	41	2,450
Earlham College	1,109	20	22	1,151
Eastern Indiana Center	576	14	79	669
Fort Wayne Bible College	473	--	53	526
Franklin College	716	--	6	722
Goshen College	1,046	37	180	1,263
Grace College and Seminary	472	179	20	671
Hanover College	979	--	41	1,620
Huntington College	438	17	35	490
Indiana Central College	972	103	1,449	2,524
Indiana Institute of Technology	1,111	--	7	1,118
Indiana State University	10,474	1,116	1,073	12,663
Evansville Campus	912	6	4	922
Extension Centers	203	927	32	1,162
Indiana University	19,247	7,851	--	27,098
Evansville Regional Campus	18	70	--	88
Fort Wayne Regional Campus	2,384	250	--	2,634
Indianapolis Regional Campus	3,627	900	--	4,527
Indianapolis Professional Div.	1,197	2,564	--	3,761
Kokomo Regional Campus	997	124	--	1,121
Northwest Regional Campus	2,857	636	--	3,493
South Bend Regional Campus	2,585	416	--	3,001
Southeastern Regional Campus	1,593	326	--	1,919
Manchester College	1,425	--	58	1,483
Marian College	916	--	144	1,060
Marion College	687	--	52	739
Oakland City College	605	3	3	611
Purdue University	17,750	5,271	349	23,370
Calumet Campus	2,041	601	473	3,115
Fort Wayne Regional Campus	1,505	364	535	2,404
Indianapolis Campus	2,262	673	570	3,505
Lafayette District	--	33	48	81
North Central Campus	500	150	476	1,126
Southern District	1	115	19	135
Rose Polytechnical Institute	938	14	18	970
St. Benedict College	189	--	89	278
St. Francis College	814	878	29	1,721
St. Joseph's College	1,332	--	41	1,373
Calumet Center	946	--	184	1,130
St. Mary-of-the-Woods College	620	--	28	648
St. Mary's College	1,165	84	165	1,414
St. Meinrad Seminary	271	153	3	427
Taylor University	1,251	--	30	1,281

Continued

Table 4 continued

Institution	Under-Graduate	Graduate	Other	Total
Tri-State College	1,859	--	--	1,859
University of Evansville	2,729	352	2,176	5,257
University of Notre Dame	6,206	1,509	8	7,723
Valparaiso University	3,580	157	60	3,797
Fort Wayne Center	--	--	44	44
Valparaiso Center	--	230	154	384
Vincennes University	2,188	--	56	2,244
Wabash College	889	--	2	891
TOTAL	125,116	30,492	9,089	164,696
Percent of Total	76.0%	18.5%	5.5%	100.0%

SOURCE: N. M. Parkhurst, T. N. Gunderson, Report of Enrollment in Indiana Colleges and Universities, Purdue University, 1967.

Table 5 COMPARISONS OF ENROLLMENTS OF PUBLIC AND PRIVATE INSTITUTIONS, FALL, 1967

Institutions	Under-Graduate	Per-Cent	Graduate	Per-Cent	Other	Per-Cent	Total	Per-Cent
Ball State	11,473	9.1%	2,651	8.6%	--	--	14,124	8.6%
Indiana State	10,474	8.4	1,116	3.7	1,073	11.8%	12,663	7.7
Indiana	19,247	15.4	7,851	25.8	--	--	27,098	16.4
Purdue	17,750	14.2	5,271	17.3	349	3.8	23,370	14.2
Vincennes	2,188	1.7	--	--	56	0.6	2,244	1.4
Total	61,132	48.8	16,889	55.4	1,478	16.2	79,499	48.3
Regional campuses								
Indiana State	1,115	0.9	933	3.1	36	0.4	2,084*	1.2
Indiana	15,258	12.2	5,286	17.3	--	--	20,544	12.5
Purdue	6,309	5.0	1,936	6.3	2,120	23.3	10,365	6.3
Total	22,682	18.1	8,155	26.7	2,156	23.7	32,993	20.0
Total public institutions	83,814	66.9	25,044	82.1	3,634	40.0	112,492	68.3
Total private institutions	41,302	33.1	5,448	17.9	5,454	60.0	52,204	31.7
Total all institutions	125,116	100	30,492	100	9,088	100	164,696	100

*Includes enrollment in extension centers of Indiana State University.

Table 6 COMPARISON OF 1957 AND 1967 ENROLLMENTS OF PARTICIPATING INSTITUTIONS

Category	Public	Private*	Total	Public	Private	Total
Undergraduate	35,385	29,519	64,904	83,814	41,302	125,116
Graduate	8,749	2,095	10,844	25,044	5,448	30,492
Other	1,838	3,136	4,974	3,634	5,454	9,088
TOTAL	45,972	34,750	80,722	112,492	52,204	164,696
Percent of total	52.0%	43.0%	100.0%	68.0%	32.0%	100.0%

*The enrollments of two small private institutions were not available and were estimated.

SOURCE: N. M. Parkhurst, Report of Enrollment in Indiana Colleges and Universities, Purdue University, 1958.

Table 7 EARNED DEGREES CONFERRED BY PARTICIPATING INSTITUTIONS
(1966-67 and 1967 Summer)

Major Field of Study	Four-Year Bachelor's and First Professional Degrees	First Professional Degrees Requiring Five or More Years	Master's Degrees (Except First Professional)	Specialist Degrees (Two Year)	Doctor's Degrees	Associate in Arts Degrees (Two Year)	Secondary Education Certification
Agriculture	161 (1)*		44 (1)		46 (1)	4 (1)	19 (1)
Architecture	25 (1)						
Biological sciences	721 (27)		229 (9)		78 (3)		212 (19)
Business and commerce	2163 (20)		600 (6)		44 (2)	21 (3)	
Education	3520.5 (28)		3241.5 (10)	53 (1)	198 (5)	50 (1)	1258 (28)
Engineering	1550 (7)		446 (3)		84 (2)	7 (1)	
English and literature	1078 (29)		365 (10)		23 (2)		575 (25)
Fine and applied arts	524 (26)		367.5 (9)		30 (3)	21 (1)	248 (16)
Foreign lang. and lit.	535 (24)		266.5 (7)		12 (1)		296.5 (17)
Forestry	25 (1)		12 (1)		2 (1)		
Gen. ed. and lib. arts						47 (3)	
Geography	36 (4)		23 (4)		5 (1)		10 (3)
Health professions	492 (8)	465 (3)	117 (4)		20 (1)	187 (3)	
History and phil. of sc.					3 (1)		
Home economics	259.5 (13)		88 (6)				119 (9)
Law (LLB, to or higher)		301 (3)	3 (1)				
Library science	10 (3)		113 (3)				47 (3)
Linguistics	2 (1)		31 (1)		7 (1)		
Mathematics	547.5 (29)		257 (9)		33 (2)		251.5 (24)
Philosophy	130 (21)		18 (3)		11 (2)		
Physical sciences	502.5 (26)		285 (8)		130 (3)		169. (14)
Police administration	11 (1)						
Psychology	411.5 (21)		68.5 (6)		41 (2)		21.5 (3)
Radio and TV	36 (4)		4 (1)		1 (1)		14 (1)
Religion and theology	149.5 (16)	67 (5)	87 (5)		8 (2)		5 (1)
Social sciences	2428.5 (28)		648 (9)		76 (4)		637.5 (19)
Technology						299 (2)	
Other misc. fields	286.5 (9)		117 (4)	2 (1)	12 (2)	10 (1)	36 (2)
TOTAL	15,608 (35)	833 (10)	7,531 (35)	55 (2)	86[illegible] ([illegible])	[illegible]	[illegible],339 ([illegible])

* Figures in parentheses are the number of institutions awarding the degrees.

Table 8 BACHELOR'S AND FOUR-YEAR FIRST PROFESSIONAL DEGREES AWARDED IN PROFESSIONAL FIELDS, 1966-67

Field	Number of Bachelor's Degrees	Number of Institutions
Agriculture	161	1
Architecture	25	1
Art	24	1
Business	2,163	20
Education	3,521	28
Engineering	1,550	7
Forestry	25	1
Health professions	492	8
Library science	10	3
Police administration	11	1
Radio and TV	36	4
Religion and theology	150	16
TOTAL	8,168	31

Table 9 EARNED DEGREES, UNITED STATES AND INDIANA
(1954-55, 1959-60, 1964-65)

Degrees	United States				Indiana				Percent of United States		
	1954-55	1959-60	1964-65	Percent Increase 1954-65	1954-55	1959-60	1964-65	Percent Increase 1954-65	1954-55	1959-60	1964-65
achelor's and first professional	287,401	394,889	538,930	87.5%	8,370	12,117	15,940	90.4%	2.9%	3.1%	3.0%
aster's	58,204	74,497	112,195	92.7	2,011	3,038	5,277	162.4	3.5	4.1	4.7
ctor's	8,840	9,829	16,467	86.3	402	480	772	92.5	4.5	4.9	4.7
TAL	354,445	479,215	667,592	88.3	10,783	15,635	21,989	103.9	3.0	3.3	3.3

SOURCE: American Council on Education, A Fact Book on Higher Education, Earned Degrees (Washington, D. C.: American Council on Education, 1967).

Table 10 DISTRIBUTION OF EARNED DEGREES BY FIELD, UNITED STATES AND INDIANA, 1966-67*

	Bachelor's and First Professional				Master's				Doctorate				Total			
	United States		Indiana		United States		Indiana		United States		Indiana		United States		Indiana	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
umanities	101.9	17.8%	2.42	14.7%	19.6	14.7%	1.12	15.0%	2.27	12.1%	0.08	9.3%	123.8	17.1%	3.62	14.6
English & journalism	43.8	7.6	1.08	6.7	6.8	5.1	.37	5.0	.78	4.1	.02	2.3	51.4	7.1	1.47	5.9
Fine arts	31.7	5.5	.52	3.2	7.9	5.9	.38	5.0	.64	3.4	.03	3.5	40.2	5.5	.93	3.7
Foreign language	16.8	2.9	.54	3.2	3.8	2.9	.27	3.6	.48	2.6	.01	1.2	21.1	2.9	.82	3.3
Philosophy & religion	9.5	1.7	.28	1.7	1.2	.9	.10	1.4	.37	2.0	.02	2.3	11.1	1.5	.40	1.6
ocial sciences	93.9	16.4	2.37	14.4	13.2	9.9	.67	9.0	2.27	12.1	.08	9.3	109.4	15.1	3.12	12.6
ealth professions	26.9	4.7	.96	5.8	3.0	2.3	.12	1.6	.19	1.0	.02	2.3	30.1	4.1	1.10	4.4
iological sciences	51.5	9.0	1.32	8.0	9.7	7.3	.36	4.8	3.89	20.7	.17	19.8	65.2	9.0	1.85	7.5
Biology	28.1	5.0	.72	4.4	4.6	3.5	.23	3.1	2.16	11.5	.08	9.3	34.9	4.8	1.03	4.1
Agriculture & forestry	6.6	1.1	.19	1.2	1.8	1.3	.06	.08	.60	3.2	.05	5.8	9.0	1.2	.30	1.2
Psychology	16.8	2.9	.41	2.5	3.4	2.6	.06	.09	1.13	6.0	.04	4.7	21.3	2.9	.52	2.1
ysical sciences	43.8	7.6	1.05	6.4	11.8	8.9	.54	7.20	4.00	21.3	.16	18.6	59.6	8.2	1.75	7.1
Math-statistics	24.3	4.2	.55	3.3	6.0	4.5	.26	3.50	.86	4.6	.03	3.5	31.2	4.3	.84	3.4
Physical sciences	19.5	3.4	.50	3.1	5.8	4.4	.28	3.70	3.14	16.7	.13	15.1	28.4	3.9	.91	3.7
gineering	37.3	6.5	1.55	9.4	15.1	11.4	.45	6.00	2.65	14.1	.08	9.3	55.1	7.6	2.08	8.4
ucation	102.2	17.8	3.52	21.4	43.2	32.5	3.24	43.50	2.62	13.9	.20	23.2	148.0	20.4	6.96	28.1
brary science	3.0	.5	.01	.0	1.2	.9	.11	1.50	.02	.0	--	--	4.2	.5	.11	.4
cial work	4.2	.7	.09	.0	.6	.5	--	--	.05	.0	--	--	4.9	.7	.09	.3
iences general	2.7	.5	--	--	1.4	1.1	--	--	--	--	--	--	4.1	.5	--	--
her	106.6	18.6	3.15	19.2	14.1	10.6	.84	11.3	.84	4.5	.07	8.1	121.5	16.7	4.06	16.4
TOTAL	574.0	100.0	16.44	100.0	132.9	100.0	7.45	100.0	18.80	100.0	.86	100.0	725.7	100.0	24.75	100.0

*Numbers are estimated to the nearest 1,000.

SOURCE. American Council on Education, A Fact Book on Higher Education: Earned Degrees.

III. INSTRUCTION AND RESEARCH STAFF

An essential element in the comprehensive analysis of higher education in Indiana is the collection and analysis of data concerning faculty resources. The following summary of faculty data includes all instruction and research personnel employed at the participating institutions as of the end of the first full pay period of the 1967-68 academic year. Individuals who were on sabbatical leave with pay and those who held appointments without salary on a "contributed service" basis are also included. Specifically, faculty members who held instruction or research titles, department and division heads, academic deans, commissioned officers in the military sciences, visiting faculty, lecturers, and teaching or research assistants are included in this part of the study.

The faculty data were obtained from two sources. First, each instructional and research department or division of all participating institutions submitted a Form F report showing the number of full-time and part-time faculty of all ranks, with the full-time equivalent (FTE), employed in the department or division. (See Appendix D for Form F.) These data give the total faculty resources in each field of instruction and research reduced to full-time equivalents for the various faculty ranks. Second, the U.S. Department of Health, Education, and Welfare, Education General Information Survey provided for each institution such information as faculty salaries, highest degree held of individual faculty members, sex of faculty members, retention and replacement of faculty from 1966-67 to 1967-68, and fringe benefits provided by the various institutions. Since the data on Form F and the U.S. Office of Education survey are classified differently, the totals are not directly comparable. The two sets of data, however, do give comprehensive information concerning the faculty resources available in the institutions of higher education in Indiana.

The following summaries are distinctive for several reasons. First, the objective is to account for all faculty, full- and part-time. Second, the data were classified so that the number and percent of faculty members in particular fields of instruction and research could be determined. Third, relevant data were compiled that illustrate such characteristics of faculty resources as sex, mobility, academic status and salaries.

OVERVIEW OF FACULTY RESOURCES

The faculty resources of the 37 participating institutions are equivalent to 9,734.4 full-time faculty members engaged in 44 fields of instruction and research. The full-time and part-time faculty employed in the 37 institutions totaled 13,567, of which 7,119 were full-time and 6,448 were part-time. The part-time faculty provided 2,615.4 full-time equivalents.

The distribution of full-time equivalent faculty by rank and field is shown in Table 11. Among the regular ranks, the largest number consists of assistant professors, with a full-time equivalent of 2,210.2 or 22.7 percent of the total. A total of 4,469 assistants are employed with a full-time equivalent of 2,069.4 or 21.3 percent of the total. The assistants are practically all graduate students, and the large majority of them is found in the universities. Approximately three-fourths of the total faculty resources are in the ranks of professor, associate professor, assistant professor, and instructor; they may be assumed to constitute the basic faculty resources of the institutions. The fact that assistants, lecturers, and others constitute one fourth of the faculty resources indicates the extent to which the institutions are dependent on part-time, temporary faculty members to carry the instructional and research functions.

Referring to the distribution of faculty by fields, the largest number is in physical science with 9.4 percent of the total. If the biological sciences are added to the physical sciences, approximately 15 percent of the faculty are in the science fields. Other large fields include the social sciences, engineering, education, English, and journalism, each of which has 7 to 8 percent of the total. Mathematics, modern languages, and music each have 5 percent of the total. Organized research in such fields as science, education, social science, agriculture, business, and others utilizes approximately 6 percent of the total full-time faculty equivalent. Some 15 different fields each employ less than 1 percent of the faculty.

The five public institutions utilize 64.5 percent of the faculty resources, and private institutions use only 35.5 percent. Seventy-six percent of the total are in institutions with enrollments of over 5,001 students, and only 3 percent of the total are in institutions with enrollments less than 750 (Table 12).

Twenty-nine of the participating institutions conducted summer sessions in 1967. These included 5 public institutions and 24 private institutions. A total of 4,114 faculty members were employed for the 29 summer sessions, including 2,822 full-time and 1,292 part-time faculty (a total full-time equivalent of 3,491). Of the full-time equivalent faculty, 76.6 percent were in public institutions and 23.4 percent in the private institutions. The six institutions with enrollments of over 5,001 (four public and two private institutions) employed 82.8 percent of the summer session faculty. It is apparent from these data that the public universities and the two large private universities carry the bulk of the summer programs. Less than one-fifth of the total summer session faculty were used in the 23 private institutions with less than 5,001 enrollment (Table 13).

FACULTY BY DEGREE LEVEL

Probably no other single measure of the quality of an institution's faculty has been used as much as that of the highest earned degrees. The percentage of doctor's degrees held by the faculty in relation to other degrees has often revealed a positive correlation with the general quality of the institution. Such a measure is only valid, however, when applied to a total college or university and not to each individual faculty member. Indeed, in terms of particular departments, it may not be possible to use the number and percent of doctor's degree as criteria for evaluating quality. Nonetheless, for a college or university as a whole, and in most cases for a school or college within a university, the percent of doctor's degrees is an important measure of quality.

The highest earned degree held is also important in matters related to faculty recruitment. All institutions attempt to procure the most qualified faculty to fill vacancies or to assume newly established positions. Priority is generally given to those holding the most advanced degree. In addition, the highest earned degree is of importance to those who evaluate faculty for academic promotion. The most qualified faculty, in terms of degrees held, generally receive promotion to the higher ranks more quickly than other faculty members.

Data are presented showing the number and the percentage of faculty in all of the participating institutions at the various levels of preparation: doctor's degree, master's degree, first professional degree, and bachelor's degree. The faculty holding the doctor's degree maintain the largest percentage of 48.0 percent. The master's degree is held by 36.9 percent; 4.1 percent hold the first professional degree; and 11.1 percent hold the bachelor's degree.

The differences in percentages of faculty with doctor's degrees between public and private institutions and between the institutions classified according to size of enrollment are seen in Table 14. Interpretation of these data must take into consideration the fact that the largest institutions are universities offering a wide variety of graduate programs and supporting many research functions. Generally, such functions require highly specialized and qualified faculty members. On the other hand, the smaller institutions are generally devoted primarily to teaching objectives in undergraduate education. Another factor that is related to the percentage of doctor's degrees at a particular institution is salary. As a general rule, the universities pay higher salaries than do the smaller colleges; however, salary policies vary primarily because of the differences in financial sources among the various institutions.

According to types of institutions, the percentage of faculty holding the doctorate was 50.1 percent in the public institutions and 43.3 percent in the private. It is also interesting to note that the percentages of doctorates were generally higher in the larger institutions than in the smaller: 23.3 percent in institutions with enrollments of 500 or less and 52.0 percent in those with enrollments over 5,001.

The private sector had a higher percentage (47.7) of faculty with master's degrees than did the public (32.1). The private sector, however, had a lower percentage (7.4) of faculty with bachelor's degrees than did the public (12.7). This is due partly to the fact that the public institutions grant most of the associate in arts degrees in Indiana and offer most of the one-and two-year technology programs which utilize faculty with bachelor's degrees. Usually, the faculty teaching in technology programs were trained to the bachelor's level because graduate programs in their fields have not yet been developed.

There was a high correlation between academic degree held and academic rank. Those with doctorates were assigned to the higher ranks in all types and sizes of institution. Those with bachelor's, master's, and first professional degrees were assigned to the lower ranks.

More than 90 percent of the faculty with doctorates held the rank of assistant professor or higher. Only 20 percent of those holding master's degrees had advanced to the level of associate professor, although more than 33 percent were assigned to the assistant professor rank. Of the 77 academic deans reporting, 65 (84.4 percent) held a doctorate. In addition, 1,546 (79.4 percent) professors, 1,282 (69.2 percent) associate professors, and 1,202 (45.4 percent) assistant professors held the doctorate degree. An additional 133 faculty held the doctorate but were assigned to other ranks.

It is thus shown that in the ranks of professor, associate professor, and assistant professor the public institutions of higher education have higher percentages of their faculties with doctorate degrees. This is to be expected in view of the scope of the graduate and research programs in these institutions. In the private sector only one university has developed a large advanced graduate program with the research activities that are basic to graduate instruction. In addition, it is evident that the private institutions have the highest percentage in the state of master's degrees at each academic rank (Tables 15, 16, 17).

SEX OF FACULTY MEMBERS

The participating institutions reported the sex of 8,817 faculty members.

For the total group 81.4 percent are male and 18.6 percent are female. There is relatively little difference between the public and private institutions in the percentages of male and female faculty employed. The public institutions employ 19.1 percent females as compared with 17.6 percent females in the private institutions.

Analysis of the data by rank shows that generally the female faculty members are concentrated in the lower ranks. For example, only 25.0 percent of the female faculty members hold the rank of associate professor and professor as compared with 47.0 percent of the male faculty members. The distribution in the various ranks shows the following percentages of female faculty members: instructor, 39 percent; assistant professor, 18 percent; associate professor, 14 percent; and professor, 9 percent. Twelve percent of the deans reported are female. The differences in the distribution by sex for the various ranks can be explained in large part by the differences in the percentages holding the doctor's degree. Although 53 percent of the male faculty members hold the doctorate, only 25 percent of the female faculty members have this degree. The general conclusions to be drawn from these comparisons are that women occupy a relatively minor role in the faculty resources of these institutions, with only 19 percent of the total, and that they are less well prepared academically, with only one-fourth having the doctorate (Table 18).

RETENTION AND REPLACEMENT OF FULL-TIME FACULTY

Retention and replacement of faculty are important factors in maintaining the quality of institutions of higher education. Institutions that have a high turnover in faculty have difficulty in replacing those that leave with competent personnel in a period such as the present when the supply of adequately prepared faculty is much less than the demand. At the same time those institutions experiencing rapid growth have similar difficulties in filling new positions. Institutions of higher education not only have to compete with each other but also with business, industry, and government for the limited supply of personnel holding higher academic degrees. As enrollments in colleges and universities continue to increase it may be expected that the problem of securing and retaining well-prepared faculty will become more acute for many institutions. In projecting the future needs for faculty in Indiana institutions it will be necessary to take into account the losses that will occur as well as the additions that will be required to provide for enrollment increases and expanded programs.

Data on faculty retention and replacement were obtained from all of the institutions participating in this study for the fall of 1967. The data show the number of faculty members new to the participating institutions in the fall of 1967, the number of faculty remaining with the same institutions at least since the fall of 1966, and the number employed in the same institutions in the fall of 1966 but not in the fall of 1967. The faculty totals are divided into categories of the highest degree held. Only full-time faculty assigned to institutions, departmental research, or organized research are included.

The 37 participating institutions reported a total of 8,314 full-time faculty employed in the fall of 1967. Of this number, 82.1 percent had been with the same institutions since the fall of 1966. There was a loss of 11.3 percent. A net increase of 7.9 percent is seen in the total number of faculty members from 1966 to 1967. Replacement of those lost and the increases accounted for 1,485 new faculty in 1967. Of the new faculty members, 36.8 percent held the doctorate degree (Table 20).

The private institutions reported a total of 2,554 faculty in 1967 of which 82.7 percent had been retained from 1966. The loss was 11.2 percent. The 441 new faculty members in 1967 constituted a 7.3 percent net increase from 1966. Of these new faculty members, 26.1 percent held the doctor's degree (Table 21).

The public institutions employed 5,760 full-time faculty in 1967. Of these, 81.9 percent were retained from 1966; the loss from 1966 was 11.4 percent. There were 1,044 new faculty members, accounting for an 8.2 percent new increase over the year. Of the new faculty members 41.4 percent held the doctorate degree (Table 22).

There is relatively little difference in the percentages of faculty members lost by private and public institutions from 1966 to 1967, with 11.2 percent for the private institutions and 11.4 percent for the public institutions. The public institutions, however, show a gain of 8.2 percent from 1966 to 1967 in the number employed as compared with a gain of 7.3 percent in the private institutions. This accounts for the percentage of new faculty in 1967 being 18.1 percent in the public institutions as compared with 17.3 percent new faculty in the private institutions.

Furthermore, it is interesting to note that from 1966 to 1967 the proportion of the total faculty with doctor's degrees decreased from 51.8 percent to 50.5. In the private institutions the proportion of the faculty with doctor's degrees decreased from 44.0 percent to 42.8 percent while the decrease in faculty with doctor's degrees in the public institutions was from 55.3 percent to 53.7 percent. These comparisons indicate a deterioration in the academic status of the faculty in terms of the highest degree held. While the decrease in the percentages of faculty with doctor's degrees is small in both private and public institutions for this one year, if this were to continue for several years, it would have a marked effect on the academic quality of the faculties of the Indiana colleges and universities.

FACULTY SALARIES

Faculty salaries constitute the largest item in the cost of higher education. Of all the various classes of expenditures, the level of faculty salaries is the most important factor in determining the quality of an institution. In recent years the large increases in student enrollments and the general expansion of higher education have created acute shortages of faculty in many academic fields. Those institutions with low salaries are hardly in a position to secure and retain well-qualified faculty members. Even among those institutions paying relatively high salaries there is intense competition for faculty. This condition has resulted in substantial increases in the general level of faculty salaries across the nation. The extent to which the colleges and universities in Indiana can keep up with this trend will determine in the long run the relative quality of higher education in the state.

For this study, 33 of the 37 participating institutions reported 1967-68 salaries of full-time faculty by academic rank. Salaries of academic deans are listed separately, but assistant and associate deans and department chairmen are included in the academic ranks that they hold. Since faculty members are paid on 9-10 months and 11-12 months basis, salaries for the two contract periods were separated. The distribution of salaries by rank for 9-10 months is shown in Table 23 and for 11-12 months in Table 24. In each case the salaries of public and private institutions are listed separately.

The average salary of 6,198 faculty members employed on a 9-10 months basis in 33 participating institutions is $10,826. The average salary of 3,883 faculty members in public institutions is $11,355. In the private institutions the average salary of 2,315 faculty members is $9,939. Salaries in public institutions average approximately 15 percent higher than salaries in private institutions. The greatest difference is in salaries of professors with the average for public institutions being 29 percent higher than the average for private institutions.

Approximately one-fifth of the faculty members in the participating institutions are employed on an 11-12 months basis. The average salary of 1,733 in this group is $14,400. In the public institutions the average salary of 1,370 faculty members is $14,855 for 11-12 months. There are only 360 faculty members in private institutions employed on an 11-12 months basis with an average salary of $12,682. The average for public institutions is approximately 17 percent higher than the averages of private institutions. At the rank of professor the difference is 46 percent in favor of the public institutions. This large difference is to be expected, however, since assistant and associate deans with the rank of professor and a larger number of professors engaged in organized research in the public universities are employed on an 11-12 months basis.

There are only four academic deans of private colleges employed on a 9-10 months basis,and their average salary is $18,750. There are 97 academic deans employed on a 11-12 months basis with an average salary of $21,242. Fifty-four deans in public institutions receive an average salary of $25,370, and in the private institutions 43 academic deans receive an average salary of $18,646.

There are wide variations in faculty salary averages among the colleges and universities of Indiana. Table 25 shows the low, median, and high average salary for each rank and for the total faculty of the participating institutions. Comparisons of the salary averages of five universities with the salary averages of 26 private colleges are presented in Table 26. (The comparisons are for faculty paid on a 9-10 months basis only.) The lowest average salary of the total faculty of an institution is $6,200, and the highest average salary of the total faculty of an institution is $12,430. The median of the salary averages of total faculties is $8,583, which means that half of the institutions are below this figure and half are above it. The highest salary average is 40 percent above the median average and 100 percent higher than the lowest average.

Similar wide ranges are shown in the salary averages of the various ranks. The widest range occurs at the professor rank with the high average ($17,280) nearly 2½ times the lowest average. At other ranks the high averages are 75 percent to 90 percent above the low averages.

The comparisons of the salary averages of the five universities with the salary averages of 26 private colleges show that the high averages of the private colleges are above the median averages of the universities for all ranks and total faculties, except the rank of professor where the difference is $460 in favor of the universities. Comparisons of the various ranks show that the low averages of the universities are higher than the median averages of the private colleges by 20-27 percent. The low averages of the total faculties of the universities are approximately 29 percent higher than the median average of the private colleges.

One-half of the private colleges pay average salaries for their total faculties between $6,200 and $8,400. These 13 colleges employ 473 faculty members, which is 22 percent of the faculty employed by the 26 private colleges. The salaries of these colleges are certainly too low to secure and retain adequately prepared college teachers and are, in fact, below the salaries paid high school teachers in city school systems of Indiana.

Data were available for comparing average salaries by rank in the five state universities and the private colleges of Indiana with similar institutions in the United States (Table 27). For all ranks in both the state universities and the private colleges of Indiana, the averages are above the averages of the state universities and the church related colleges of the United States. The differences, however, are small, amounting to only 2 to 4 percent. These data indicate that faculty salaries in the colleges and universities of Indiana are just about equal to the average of comparable institutions in the nation as a whole.

In the 1955 Indiana Conference on Higher Education study of faculty salaries in 27 colleges the statement was made that faculty salaries should be increased at least 75 percent in the next decade and a half. The averages by rank from the 1955 and 1960 studies are compared, and the averages by rank in 1967 from this study are given in Table 28. The comparisons show that the salary averages were increased from 81 percent for instructors to 96 percent for professors in the period 1955 to 1967. Approximately 65 percent of the salary increases were made in the years 1960 to 1967. It is quite evident that the Indiana colleges and universities exceeded their goals for faculty salary increases in the period 1955 to 1967.

FRINGE BENEFITS

Fringe benefits have become an integral part of faculty compensation. The quality of the fringe benefits program has become increasingly important in the recruitment and retention of faculty. As an expenditure, the cost of fringe benefits to the institution may constitute 10 percent or more of those expenditures budgeted for instruction and departmental research.

Reports on the expenditures for fringe benefits for faculty were available from 32 participating institutions for the year 1966-67. The data included the expenditures for each type of benefit and the number covered in each faculty rank. The types of benefits and the number of institutions providing each type are as follows: (1) retirement plans-31; (2) hospital and surgical insurance-32; (3) disability income-13; (4) tuition grants-16; (5) sabbatical leave with salary-12; (6) faculty housing subsidies-3; (7) social security-32; and, (8) group life insurance-20. No institution provided all types of benefits. The number varied from three benefits provided by five institutions to seven provided by five institutions. Retirement, hospital and surgical insurance, and social security were the only types of benefits provided by all of the institutions.

Expenditures for fringe benefits were reported for 6,820 full-time faculty members by the 32 institutions. The expenditures totaled $11,613.560, giving an average expenditure per faculty member of $1,703. The average expenditure per faculty member in the various ranks varied from $2,682.43 for professors to $411.60 for full-time junior faculty. The largest expenditure is for retirement plans, which account for approximately 70 percent of the total. The average expendituresper faculty member in the various ranks vary from $568.00 to $1,693.50. Hospital and surgical insurance, which is provided by all the institutions, is relatively inexpensive, varying from $76.00 to $102.70 per faculty member covered. Group life insurance varies from $39.00 to $73.45 per faculty member. Sabbatical leaves vary from $3,610.17 to $8,241.40 per faculty member on leave, but the number receiving this benefit totaled only 98 faculty members. Tuition grants provided by 16 institutions averaged from $330.00 to $1,400, but only 45 faculty members received this benefit.

The average expenditure per faculty member is considerably higher in the public institutions than in the private institutions because, in part, the public institutions provide all of the major benefits. Since retirement plans, sabbatical leaves, and group life insurance are all directly related to the level of salaries, the higher average salary in the public institutions would account for a part of the difference in cost of the benefits. Two of the state universities pay the entire cost of the retirement plan, which is based on 15 percent of the salary for the academic year. This item alone accounts for more than half of the differences in average cost of fringe benefits between the public and private institutions (Table 29).

FACULTY LOAD

A commonly used measure of faculty load is the ratio of faculty to students. The number of students per faculty member is affected by a number of factors such as the scope of instructional programs offered, the proportion of the students enrolled in undergraduate, graduate and professional programs, and the extent to which faculty members engage in research and service activities. For institutions that are similar in these factors, the comparisons of faculty-student ratios have some validity.

The ratios are based on the full-time equivalent of the faculty and the enrollments of undergraduate and graduate students reported by each institution for the fall term of 1967. The average faculty-student ratio for the 37 institutions is 1:13.1; the low ratio is 1:8.0; and the high ratio is 1:29.1. The average faculty-student ratio of the four public universities is 1:12.2 and 1:14.2 for the private institutions. The data show no apparent relationship between the faculty-student ratios and the size of institution. The range of ratios in each size category is relatively large; however, this is due to low and high ratios representing single cases at each extreme (Table 30).

Faculty-student ratios are used as measures of both quality and efficiency of institutions. Low faculty-student ratios are generally accepted as an indication of quality. High ratios may indicate efficiency in the use of faculty or low quality due to lack of faculty resources. There is no commonly accepted optimum faculty-student ratio for institutions of different types and sizes. Generally, the small institutions offer a limited instructional program with a small number of faculty members, and the result is a low faculty-student ratio. The programs of large institutions are much broader in scope with graduate and professional programs and extensive research and service activities, and this combination also results in relatively low faculty-student ratios. Quality and efficiency of an institution can be judged only with a combination of factors involving scope and type of program the level of instruction offered, and the number and quality of faculty.

Table 11 DISTRIBUTION OF FULL-TIME EQUIVALENT FACULTY BY RANK AND BY FIELD OF INSTRUCTION AND RESEARCH IN INDIANA HIGHER EDUCATION, FALL, 1967

Fields	Professor	Associate Professor	Assistant Professor	Instructor	Lecturer	Assistant	Other	Total	Percent
Agriculture	38.4	46.9	37.5	49.8	--	13.4	1.6	187.6	1.9%
Architecture	5.0	4.0	8.0	1.8	--		--	18.8	0.2
Biology	120.7	88.9	105.6	56.1	5.8	134.3	19.0	530.4	5.4
Business	77.1	79.6	76.0	44.0	32.8	91.1	0.5	401.1	4.1
Business education	4.3	2.0	12.0	3.0	0.5	1.5	--	23.3	0.2
Education	126.3	133.6	198.2	108.1	32.5	121.3	4.1	724.1	7.4
Engineering	144.3	154.2	121.4	162.6	1.3	138.6	18.7	741.1	7.6
English & journalism	129.6	126.1	159.3	143.6	18.3	138.8	2.4	718.1	7.4
Art	15.8	19.8	47.1	39.6	3.3	7.0	1.4	134.0	1.4
Dramatics & speech	49.1	45.6	66.8	48.6	10.1	67.0	3.6	290.8	3.0
Music	86.5	90.7	97.0	120.7	9.8	72.9	6.4	484.0	5.0
Fine arts	10.1	15.6	13.3	12.9	2.8	17.5	0.3	72.3	0.7
Classical language	7.7	7.5	10.8	4.6	3.6	2.6	--	36.8	0.3
Modern language	66.9	64.0	118.3	94.2	40.1	107.0	2.6	493.1	5.1
Forestry	4.6	2.3	2.2	0.5	--	1.0	--	10.6	0.1
Geography	26.6	22.8	23.2	9.6	3.8	37.4	--	123.3	1.3
Dentistry	7.1	7.2	17.9	22.8	4.3	3.0	--	62.3	0.6
Medicine	21.0	24.0	23.9	7.0	3.1	9.3	0.4	88.7	0.9
Nursing	6.0	16.1	54.4	50.0	10.2	3.5	1.9	142.0	1.5
Pharmacy	18.0	18.9	17.4	7.2	3.0	23.7	4.5	92.8	1.0
Other health fields	19.0	22.5	20.5	21.0	1.1	4.7	0.5	89.3	0.9
Home economics	14.1	14.2	36.1	27.2	9.1	10.6	0.3	111.5	1.1
Law	18.1	3.0	14.3	--	1.0	12.0	--	48.3	0.5
Library science	1.0	3.0	3.0	0.3	--	1.0	--	8.3	0.1
Mathematics	75.8	72.6	108.9	66.2	6.3	139.0	14.7	483.5	5.0
Military science	6.0	10.0	21.0	10.0	--	2.0	11.0	60.0	0.6
Philosophy	24.2	38.6	32.0	23.4	7.9	16.5	0.1	142.6	1.5
Physical & health education	32.2	42.2	105.5	93.3	0.8	30.0	3.6	307.6	3.2

(continued)

Table 11 continued

Fields	Professor	Associate Professor	Assistant Professor	Instructor	Lecturer	Assistant	Other	Total	Percent
Physical science	161.9	151.2	171.3	64.7	4.0	339.1	22.4	914.4	9.4%
Psychology	54.2	45.7	65.4	20.6	5.6	60.6	6.7	258.8	2.7
Religion & theology	30.9	40.2	41.8	20.6	10.3	2.7	1.0	147.5	1.5
Social science	189.5	138.8	184.8	93.6	23.8	107.5	4.9	742.9	7.6
Trade & industrial	39.6	43.9	70.2	89.2	1.4	37.3	0.5	282.0	2.9
Computer science	3.8	1.9	6.2	7.5	--	13.0	12.0	44.4	0.4
Liberal arts	10.5	14.2	19.9	6.0	1.0	--	13.0	64.6	0.7
Area studies	8.4	11.5	6.0	2.0	7.2	16.9	--	52.1	0.5
All other fields	3.8	2.0	0.5	2.2	4.0	0.7	1.0	14.2	0.1
Agricultural research	33.7	27.4	38.6	56.6	--	103.8	1.1	261.2	2.7
Business research	--	--	0.5	--	--	5.0	--	5.5	0.1
Educational research	4.7	3.5	13.4	2.9	13.5	30.8	--	68.8	0.7
Psychological research	1.0	2.0	2.9	1.0	--	0.2	--	7.2	0.1
Scientific research	3.8	0.5	1.8	2.0	--	59.3	--	67.4	0.7
Social science research	1.3	1.8	--	--	0.3	3.2	--	6.5	0.1
All other research	13.3	22.6	34.5	10.0	6.5	82.7	1.0	170.6	1.7
TOTAL	1715.9	1684.1	2210.2	1608.2	285.5	2069.4	161.1	9734.4	
Percent	17.6%	17.3%	22.7%	16.5%	2.9%	21.3%	1.7%		100.0%

Table 12 DISTRIBUTION OF FULL-TIME EQUIVALENT FACULTY BY FIELD AND TYPE AND SIZE OF INSTITUTION, FALL, 1967

	TYPE			SIZE OF INSTITUTION				
Field	Total FTE Number	Private FTE Number	Public FTE Number	500 or less FTE Number	501 to 750 FTE Number	751 to 1,500 FTE Number	1,501 to 5,000 FTE Number	5,001 or more FTE Number
Agriculture	187.6	--	187.6	--	--	--	--	187.6
Architecture	18.8	11.8	7.0	--	--	--	--	18.8
Biology	530.4	172.1	358.3	5.8	7.5	30.4	76.3	410.4
Business	401.1	165.0	236.1	0.0	3.0	23.8	62.1	312.2
Business education	23.3	4.5	18.8	0.0	0.0	0.0	4.5	18.8
Education	724.1	340.7	383.4	10.6	15.0	33.2	109.2	556.1
Engineering	741.1	175.5	565.6	0.0	0.0	41.6	41.4	658.1
English & journalism	718.1	348.0	370.1	20.2	20.9	74.5	130.1	472.4
Art	134.0	60.4	73.6	12.0	4.8	6.1	19.2	91.9
Dramatics & Speech	290.8	105.2	185.6	4.4	6.3	19.6	44.6	215.9
Music	484.0	242.1	241.9	0.0	15.2	55.4	121.2	292.2
Fine arts	72.3	24.3	48.0	11.6	6.0	5.4	8.8	40.5
Classical language	36.8	19.7	17.1	0.0	0.5	3.0	7.5	25.8
Modern language	493.1	190.0	303.1	0.0	9.8	61.6	91.4	330.3
Forestry	10.6	0.0	10.6	0.0	0.0	0.0	0.0	10.6
Geography	123.3	51.9	71.4	0.0	0.0	16.0	3.7	103.6
Dentistry	62.3	0.0	62.3	0.0	0.0	0.0	0.0	62.3
Medicine	88.7	--	88.7	--	--	--	--	88.7
Nursing	142.0	54.0	88.0	--	--	14.7	9.1	119.2
Pharmacy	92.8	21.5	71.3	--	--	--	21.5	71.3
Other health fields	89.3	--	89.3	--	--	--	--	89.3
Home economics	111.5	40.9	70.6	20.8	2.7	5.5	11.8	70.7
Law	48.3	9.0	39.3	--	--	--	--	48.3
Library science	8.3	--	8.3	--	--	--	--	8.3
Mathematics	483.5	161.3	322.2	3.8	6.9	44.6	83.8	344.4
Military science	60.0	27.0	33.0	--	--	4.0	--	56.0
Philosophy	142.6	87.5	55.1	--	2.8	26.6	32.7	80.5

(continued)

Table 12 continued

Field	TYPE Total FTE Number	 Private FTE Number	 Public FTE Number	SIZE OF INSTITUTION 500 or less FTE Number	 501 to 750 FTE Number	 751 to 1,500 FTE Number	 1,501 to 5,000 FTE Number	 5,001 or more FTE Number
Physical and health education	307.6	153.2	154.4	3.2	6.5	25.1	47.0	225.8
Physical science	914.4	290.5	623.9	3.8	13.0	87.2	90.2	720.2
Psychology	258.8	86.9	171.9	3.0	4.8	28.8	44.3	177.9
Religion and theology	147.5	136.0	11.5	20.1	16.5	21.4	64.1	25.4
Social science	742.9	352.6	390.3	7.7	15.9	101.7	130.2	487.4
Trade and industrial	282.0	39.0	243.0	0.0	0.0	24.3	5.7	252.0
Computer science	44.4	12.5	31.9	0.0	0.0	0.0	1.0	43.4
Liberal arts	64.6	62.0	2.6	11.0	0.0	0.0	18.0	35.6
Area studies	52.1	3.5	48.6	0.0	0.5	0.0	3.0	48.6
All other fields	14.2	2.5	11.7	--	--	3.0	--	11.2
Agricultural research	261.2	--	261.2	--	--	--	--	261.2
Business research	5.5	--	5.5	--	--	--	--	5.5
Educational research	68.8	--	68.8	--	--	--	--	68.8
Psychological research	7.2	--	7.2	--	--	--	--	7.2
Scientific research	67.4	--	67.4	--	--	--	--	67.4
Social science research	6.5	2.5	4.0	--	--	--	--	6.5
All other research	170.6	--	170.6	--	--	--	--	170.6
TOTAL	9,734.4	3,453.6	6,280.8	138.0	158.6	757.5	1,282.4	7,397.9
Percent	100.0%	35.5%	64.5%	1.4%	1.6%	7.8%	13.2%	76.0%

Table 13 NUMBER OF FACULTY EMPLOYED IN SUMMER SESSIONS OF INDIANA INSTITUTIONS OF HIGHER EDUCATION, 1967

	Faculty in Resident Instruction or Departmental Research				
Institutions	Full-time	Part-time	Full-time Equivalent of Part-time	Total Full-time and FTE of Part-time	Percent
All (29)	2,822	1,292	669	3,491	100.0%
Public (5)	2,190	897	484	2,674	76.6
Private (24)	632	395	185	817	23.4
Enrollment of					
500 or less (4)	29	34	9	38	1.1
501 to 750 (3)	13	47	30	43	1.2
751 to 1,500 (10)	230	134	71	301	8.6
1,501 to 5,000 (6)	170	102	50	220	6.3
5,001 or more (6)	2,380	975	509	2,889	82.8

Table 14 DISTRIBUTION OF FACULTY BY ACADEMIC DEGREES AND TYPE AND SIZE OF INSTITUTION, FALL, 1967

	Doctor's Degrees		Master's Degrees		First Professional Degrees		Bachelor's Degrees		
Institutions	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Total Number
All	4,228	48.0%	3,255	36.9%	359	4.1%	975	11.1%	8,817
Public (5)	3,044	50.1	1,950	32.1	314	5.2	773	12.7	6,081
Private (32)	1,184	43.3	1,305	47.7	45	1.6	202	7.4	2,736
Enrollment of									
500 or less	49	23.3	120	57.1	11	5.2	30	14.3	210
501 to 750	46	24.1	126	66.0	3	1.6	16	8.4	191
751 to 1,500	391	42.3	479	51.8	11	1.2	44	4.8	925
1,501 to 5,000	274	33.2	419	50.8	13	1.6	119	14.4	825
5,001 or more	3,468	52.0	2,111	31.7	321	4.8	766	11.5	6,666

Table 15 DISTRIBUTION OF FACULTY MEMBERS BY ACADEMIC RANK AND BY HIGHEST DEGREE LEVEL, ALL PARTICIPATING INSTITUTIONS, FALL, 1967

	Doctor's Degree		Master's Degree		First Professional Degree		Bachelor's Degree		
Rank	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Total Number
Academic dean	65	84.4%	10	13.0%	2	2.6%	0	0.0%	77
Professor	1,546	79.4	217	11.1	119	6.1	65	3.3	1,947
Associate professor	1,282	69.2	439	23.7	67	3.6	65	3.5	1,853
Assistant professor	1,202	45.4	1,175	44.3	123	4.6	150	5.7	2,650
Instructor	55	4.5	852	70.0	23	1.9	288	23.6	1,218
Junior staff	17	2.2	484	61.3	1	.1	288	36.5	790
Other faculty	61	21.6	78	27.7	24	8.5	119	42.2	282
TOTAL	4,228	48.0	3,255	36.9	359	4.1	975	11.1	8,817

Table 16 DISTRIBUTION OF FACULTY MEMBERS BY ACADEMIC RANK AND BY HIGHEST DEGREE LEVEL, ALL PUBLIC INSTITUTIONS, FALL, 1967

	Doctor's Degree		Master's Degree		First Professional Degree		Bachelor's Degree		
Rank	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Total Number
Academic dean	25	96.2%	1	3.8%	0	0.0%	0	0.0%	26
Professor	1,064	79.7	110	8.2	109	8.2	52	3.9	1,335
Associate professor	920	78.9	144	12.3	58	5.0	44	3.8	1,166
Assistant professor	932	51.0	696	38.1	105	5.8	93	5.1	1,826
Instructor	41	5.9	447	64.2	18	2.6	190	27.3	696
Junior staff	17	2.2	479	61.3	1	0.1	284	36.4	781
Other faculty	45	17.9	73	29.1	23	9.2	110	43.8	251
TOTAL	3,044	50.1	1,950	32.1	314	5.2	773	12.7	6,081

Table 17 DISTRIBUTION OF FACULTY MEMBERS BY ACADEMIC RANK AND HIGHEST DEGREE LEVEL, ALL PRIVATE INSTITUTIONS, FALL, 1967

	Doctor's Degree		Master's Degree		First Professional Degree		Bachelor's Degree		
Rank	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Total Number
Academic dean	40	78.4%	9	17.6%	2	3.9%	0	0.0%	51
Professor	482	78.8	107	17.5	10	1.6	13	2.1	612
Associate professor	362	52.7	295	42.9	9	1.3	21	3.1	687
Assistant professor	270	32.8	479	58.1	18	2.2	57	6.9	824
Instructor	14	2.7	405	77.6	5	1.0	98	18.8	522
Junior staff	0	0.0	5	55.6	0	0.0	4	44.4	9
Other faculty	16	51.6	5	16.1	1	3.2	9	29.0	31
TOTAL	1,184	43.3	1,305	47.7	45	1.6	202	7.4	2,736

Table 18 SEX OF FACULTY MEMBERS BY RANK AND TYPE OF INSTITUTION

	Type of Institution					
	Public		Private		Total	
Rank	Male	Female	Male	Female	Male	Female
Academic dean	24	2	44	7	68	9
Professor	1,244	91	534	78	1,778	169
Associate professor	1,011	156	593	94	1,603	250
Assistant professor	1,494	332	682	142	2,176	474
Instructor	383	313	364	158	747	471
Junior staff	593	188	6	3	599	191
Other faculty	172	79	31	0	203	79
TOTAL	4,920	1,161	2,254	482	7,174	1,643
Percent	80.9%	19.1%	82.4%	17.6%	81.4%	18.6%

Table 19 NUMBER OF FULL-TIME FACULTY MEMBERS ACCORDING TO RANK, SEX, AND HIGHEST EDUCATIONAL LEVEL IN THIRTY-SEVEN INSTITUTIONS OF HIGHER EDUCATION IN INDIANA, FALL, 1967

Rank	Bachelor's Degrees or Lower		Selected First Professional Degrees		Master's Degrees		Doctor's Degrees		Total Number	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Academic dean	0	0	2	0	7	3	59	6	68	9
Professor	64	1	117	2	173	44	1,424	122	1,778	169
Associate professor	58	7	64	3	314	125	1,167	115	1,603	250
Assistant professor	118	32	116	7	876	299	1,066	136	2,176	474
Instructor	155	133	21	2	527	325	44	11	747	471
Junior staff	214	74	1	0	372	112	12	5	599	191
Other faculty	74	45	23	1	52	26	54	7	203	79
TOTAL	683	292	344	15	2,321	934	3,826	402	7,174	1,643
Percent	9.5%	17.8%	4.8%	0.9%	32.4%	56.8%	53.3%	24.5%	81.4%	18.6%

Table 20 RETENTION AND REPLACEMENT OF FULL-TIME FACULTY IN THIRTY-SEVEN INDIANA INSTITUTIONS OF HIGHER EDUCATION FOR FALL TERM, 1967

	Highest Education Level of Faculty				
Number of Faculty	Bachelor's Degrees or Lower	First Professional Degrees	Master's Degrees	Doctor's Degrees	Total
New to a participating institution	230	51	657	547	1,485
With same institution at least since fall, 1966	501	297	2,392	3,639	6,829
TOTAL, 1967	731	348	3,049	4,186	8,314
Employed at same institution fall, 1966 but not fall, 1967	110	32	379	352	873
TOTAL, fall, 1966	611	329	2,771	3,991	7,702
Percentage loss, 1966	18.0%	9.7%	13.7%	8.8%	11.3%
Increase 1966 to 1967	120	19	278	195	612
Percentage increase	19.6%	5.8%	10.0%	4.9%	7.9%

Table 21 RETENTION AND REPLACEMENT OF FULL-TIME FACULTY IN THIRTY-TWO PRIVATE INDIANA INSTITUTIONS OF HIGHER EDUCATION FOR THE FALL TERM, 1967

Number of Faculty	Highest Education Level of Faculty: Bachelor's Degrees or Lower	First Professional Degrees	Master's Degrees	Doctor's Degrees	Total
New to a participating institution	65	7	254	115	441
With same institution at least since fall, 1966	107	26	1,003	977	2,113
TOTAL, 1967	172	33	1,257	1,092	2,554
Employed at same institution fall, 1966 but not fall, 1967	16	3	177	70	266
TOTAL, fall, 1966	123	29	1,180	1,047	2,379
Percentage loss, 1966	13.0%	10.4%	15.0%	6.7%	11.2%
Increase 1966 to 1967	49	4	77	45	175
Percentage increase	39.8%	13.8%	6.5%	4.3%	7.3%

Table 22 RETENTION AND REPLACEMENT OF FULL-TIME FACULTY IN FIVE PUBLIC INDIANA INSTITUTIONS OF HIGHER EDUCATION FOR THE FALL TERM, 1967

	Highest Education Level of Faculty				
Number of Faculty	Bachelor's Degrees or Lower	First Professional Degrees	Master's Degrees	Doctor's Degrees	Total
New to a participating institution	165	44	403	432	1,044
With same institution at least since fall, 1966	394	271	1,389	2,662	4,716
TOTAL	559	315	1,792	3,094	5,760
Employed at same institution fall, 1966 but not fall, 1967	94	29	202	282	607
TOTAL fall, 1966	488	300	1,591	2,944	5,323
Percentage loss, 1966	19.2%	9.7%	13.3%	9.6%	11.4%
Increase 1966 to 1967	71	15	201	150	437
Percentage increase	14.6%	5.0%	12.6%	5.1%	8.2%

Table 23

NUMBER OF FACULTY WITHIN EACH SALARY INTERVAL
AT PUBLIC AND PRIVATE INSTITUTIONS OF HIGHER
EDUCATION, 9-10 MONTHS APPOINTMENTS, FALL, 1967

Salary Interval	Academic Dean Pub.	Academic Dean Priv.	Professor Pub.	Professor Priv.	Assoc. Professor Pub.	Assoc. Professor Priv.	Asst. Professor Pub.	Asst. Professor Priv.	Instruc. Pub.	Instruc. Priv.	Junior Staff Pub.	Junior Staff Priv.	Others Pub.	Others Priv.	Total in Interval Pub.	Total in Interval Priv.
$31,000-31,999																
30,000-30,999			1												1	
29,000-29,999																
28,000-28,999			4												4	
27,000-27,999			6												6	
26,000-26,999			7	1											7	1
25,000-25,999			4	1											4	1
24,000-24,999			8	5											8	5
23,000-23,999			13	1											13	1
22,000-22,999		2	20	3											20	5
21,000-21,999			13												13	
20,000-20,999			46	3											46	3
19,000-19,999			42	3											42	3
18,000-18,999			46	8	2		1								49	8
17,000-17,999		1	60	23	4										64	24
16,000-16,999			78	26	17	4									95	30
15,000-15,999			77	22	16	6									93	28
14,000-14,999			187	36	56	72	12								255	108
13,000-13,999			103	97	109	25	10	1			1				223	123
12,000-12,999		1	48	65	196	48	47	11			1				292	125
11,000-11,999			13	71	285	93	169	22			6				473	186
10,000-10,999			3	93	116	112	463	80	76.5	1	1.7		2.1	1	605	287

continued

Table 23 continued

	Academic Dean		Professor		Assoc. Professor		Asst. Professor		Instruc.		Junior Staff		Others		Total in Interval	
Salary Interval	Pub.	Priv.	Pub.	Priv.	Pub.	Priv.	Pub.	Priv.	Pub.	Priv.	Pub.	Priv.	Pub.	Priv.	Pub.	Priv.
$9,000-9,999			1	37	16	111	524	169	59	53	62		1		663	370
8,000-8,999			4	21	3	93	163	207	154	58	94	2			418	381
7,000-7,999				14	8	47	26	137	189	181	99		1		323	379
6,000-6,999				2		21	21	33	104	144	10	1	2		137	201
5,000-5,999								8	7	23	5	2	8	1	20	34
4,000-4,999								2		4		2	9		9	8
Under 4,000										3				1		4
TOTAL	0	4	748	532	828	632	1,436	670	523	467	291	7	21	3	3,883	2315
Average Salary		$18,750	$16,451	$12,715	$12,200	$10,632	$10,018	$ 8,811	$ 7,851	$ 7,401	$ 8,434	$ 6,214	$ 5,452	$ 6,667	$11,355	$ 9,939
TOTAL, all schools	4		1,316		1,460		2,106		990		298		24		6,198	
Average salary, all schools	$18,750		$14,960		$11,521		$9,648		$7,639		$8,382		$5,604		$10,826	

Table 24

NUMBER OF FACULTY WITHIN EACH SALARY INTERVAL AT PUBLIC AND PRIVATE INSTITUTIONS OF HIGHER EDUCATION, 11-12 MONTHS APPOINTMENTS, FALL, 1967

Salary Interval	Academic Dean		Professor		Assoc. Professor		Asst. Professor		Instruc.		Junior Staff		Others		Total in Interval	
	Pub.	Priv.	Pub.	Priv.	Pub.	Priv.	Pub.	Priv.	Pub.	Priv.	Pub.	Priv.	Pub.	Priv.	Pub.	Priv.
$36,000-36,000+			1												1	
35,000-35,999																
34,000-34,999			1												1	
33,000-33,999																
32,000-32,999	2														2	
31,000-31,999																
30,000-30,999	3	1	4												7	1
29,000-29,999	10	1	3												13	1
28,000-28,999	10		9												19	
27,000-27,999	4		7												11	
26,000-26,999	2	1	15	1											17	2
25,000-25,999			15												15	
24,000-24,999	1		12	1											13	1
23,000-23,999	1		16	1											17	1
22,000-22,999	1	5	23		2										26	5
21,000-21,999	8	3	40	1	3										51	4
20,000-20,999	5		40	5	5										50	5
19,000-19,999	3	1	31	7	5										39	8
18,000-18,999	2	1	44		8		1								55	1
17,000-17,999		3	45		20		3								68	3
16,000-16,999	1	2	46	1	42		7								96	3

continued

Table 24 continued

Salary Interval	Academic Dean		Professor		Assoc. Professor		Asst. Professor		Instruc.		Junior Staff		Others		Total in Interval	
	Pub.	Priv.	Pub.	Priv.	Pub.	Priv.	Pub.	Priv.	Pub.	Priv.	Pub.	Priv.	Pub.	Priv.	Pub.	Priv.
$15,000-15,999		6	26	6	53		9								88	12
14,000-14,999		2	14	16	78	100	34				1				127	118
13,000-13,999	1	1	5	28	45		46		3		1				101	29
12,000-12,999		3	3	4	49	2	70	4		1	1		2		125	14
11,000-11,999		3	5	5	11	4	60	2	6		6				88	14
10,000-10,999		2	1	10	7	7	30	4	26	2	3		1	1	68	26
9,000- 9,999		7	1	26	3	10	22	6	17	3	2		1	2	46	54
8,000- 8,999		1		1	3	8	11	5	23	3	7		1	1	45	19
7,000- 7,999				2		4	4	13	44	3	70		1		119	22
6,000- 6,999							2	13	12	4	38		3	1	55	18
5,000- 5,999									6	1	1			1	7	2
4,000- 4,999																
Under 4,000																
TOTAL	54	43	407	115	334	135	299	47	137	17	130	0	9	6	1,370	363
Average Salary	$25,370	$16,058	$19,572	$13,369	$14,751	$13,240	$12,142	$ 8,436	$ 8,616	$ 8,323	$ 7,670	--	$ 8,944	$ 8,333	$14,855	$12,682
TOTAL, all schools	97		522		469		346		154		130		15		1,733	
Average salary, all schools	$21,242		$18,646		$14,316		$11,739		$8,584		$7,670		$8,700		$14,400	

Table 25 SALARY AVERAGES BY RANK OF FULL-TIME FACULTY, 9-MONTHS BASIS
INDIANA INSTITUTIONS OF HIGHER EDUCATION

Rank	Salary Averages		
	Low	Median	High
Professors	$7,000	$11,600	$17,280
Associate professors	6,500	9,500	12,445
Assistant professors	6,210	8,370	10,892
Instructors	4,820	7,150	8,309
TOTAL faculty	6,200	8,583	12,430

Table 26 SALARY AVERAGES BY RANK OF FULL-TIME FACULTY ON A 9-MONTHS BASIS
5 UNIVERSITIES AND 26 PRIVATE COLLEGES, 1967

Rank	Universities' Salary Averages*			Private Colleges' Salary Averages+		
	Low	Median	High	Low	Median	High
Professors	$14,000	$15,860	$17,280	$7,000	$11,300	$15,400
Associate professors	11,647	11,833	12,445	6,500	9,140	12,320
Assistant professors	9,769	9,943	10,892	6,210	8,110	10,180
Instructors	7,600	7,625	8,207	4,820	6,105	8,309
TOTAL faculty	10,536	11,800	12,430	6,200	8,400	10,870

*Includes four state universities and the University of Notre Dame.

+Four colleges were omitted because faculties were paid on an 11-12 months basis or the majority of the faculties contributed their services.

Table 27 AVERAGE SALARIES BY RANK OF INDIANA INSTITUTIONS OF HIGHER EDUCATION COMPARED WITH STATE UNIVERSITIES AND CHURCH-RELATED COLLEGES OF THE UNITED STATES, 1967 (9-10 months basis)

	State University Average Salaries		Private College Average Salaries	
Rank	Indiana	United States	Indiana	United States
Professors	$16,448	$16,121	$12,715	$12,326
Associate professors	12,194	12,022	10,632	10,079
Assistant professors	10,254	9,937	8,811	8,560
Instructors	7,875	7,546	7,401	7,140

SOURCE: U. S. data are derived from American Council of Education, A Fact Book on Education, 1967 (Washington, D. C., 1967).

Table 28 AVERAGE SALARIES BY RANK OF FULL-TIME FACULTY ON A 9-MONTHS BASIS INSTITUTIONS OF HIGHER EDUCATION (1955, 1960, 1967)

	Salary Averages			Percent Increase
Rank	1955	1960	1967	1955-67
Professors	$7,603	$10,174	$14,960	96%
Associate professors	6,046	7,913	11,521	90
Assistant professors	5,080	6,687	9,648	89
Instructors	4,199	5,477	7,639	81

SOURCE: Salary averages for 1955 and 1960 are taken from Indiana Conference on Higher Education, Minutes (November 9-10, 1961).

Table 29 AVERAGE TOTAL EXPENDITURES OF INDIANA INSTITUTIONS FOR FRINGE BENEFIT PROGRAMS FOR FULL-TIME FACULTY, 1966-67

	Academic Dean		Professor		Associate Professor		Assistant Professor		Instructor		Junior Staff		Other Academic	
nstitutions	Average	Number Covered	Average	Number Covered	Average	Number Covered	Average	Number Covered	Average	Number Covered	Average	Number Covered	Average	Number Covered
ll	$2,427.37	60	$2,682.43	1,618	$1,871.52	1,632	$1,487.96	2,172	$703.12	978	$411.60	326	$577.74	34
ublic	3,716.56	18	3,175.17	1,065	2,220.53	1,040	1,792.87	1,439	810.01	552	413.84	320	456.00	30
rivate	1,874.86	42	1,733.46	553	1,258.38	592	889.38	733	564.61	426	292.33	6	1,490.75	4
nrollment of:														
500 or less	1,100.00	3	1,651.10	12	792.60	10	714.71	7	352.67	6	0.00	0	0.00	0
501 - 750	2,020.75	4	1,389.15	26	1,092.89	36	672.06	49	486.94	53	0.00	0	0.00	0
751 - 1,500	1,842.00	15	1,555.27	204	1,155.26	231	860.21	278	630.25	165	292.33	6	0.00	0
1,501 -5,000	1,795.69	13	1,755.69	167	1,289.68	164	968.34	245	553.65	150	0.00	0	605.65	31
5,001 or more	3,331.40	25	3,029.76	1,209	2,123.15	1,191	1,705.93	1,393	782.60	604	413.84	320	289.33	3

Table 30 FACULTY-STUDENT RATIOS BY TYPE AND SIZE OF INSTITUTION

Institutions	Faculty Student Ratios		
	Low	Average	High
Public (4)	1:10.3	1:12.2	1:19.7
Private (32)	1: 8.0	1:14.2	1:26.9
Enrollment of:			
Less than 500 (5)	1: 9.0	1:13.6	1:16.3
501-750 (6)	1:10.3	1:15.8	1:18.8
751-1,499 (10)	1: 8.0	1:12.7	1:19.3
1,501-4,999 (9)	1:11.3	1:15.3	1:29.1
Over 5,001 (6)	1:10.8	1:12.5	1:19.7
TOTAL (36)	1: 8.0	1:13.1	1:29.1

IV. ADMINISTRATIVE, CLERICAL, AND SUPPORT PERSONNEL

Colleges and universities require personnel with varied and diverse skills in order to achieve their purposes and objectives. The 37 institutions in this study employed a total of 4,064.0 full-time equivalent (FTE) administrators in the fall of 1967.

CLASSIFICATION

By function, these staff members were classified as follows:

(1) General administration
(2) Academic administration
(3) Student personnel administration
(4) Public relations and development
(5) Business administration
(6) Physical plant administration
(7) Administration of auxiliary enterprises
(8) Administration of noninstitutional affairs
(9) Library administration
(10) Instructional administration

Included in these ten categories are all personnel of the Indiana institutions of higher learning other than those devoting the major part of their time to instruction and research. In the last category, "instructional administration," the faculty serving as directors, division or department chairmen, or in some related capacity were included. The administrators who also teach or are involved in research activities were counted on an FTE basis for each activity (see Form A, Appendix D).

The administrative personnel included in the general administration category were the president, the president's immediate staff, and the administrative representatives for the board of trustees. All academic vice-presidents or deans, the deans of schools, colleges or divisions, and their associate and assistant deans were included in the category of academic administration.

Included in student personnel administration were all administrative officers having the provision of services to students as their primary function. Student services involve counseling, admissions and recruitment, health and safety, registration, placement, activities, and student religious and social affairs. All activities concerned with promoting public interest in the institution, raising money, maintaining alumni communications, and so forth were placed in the public relations and development classifications.

The category of business administration consisted of the vice-presidents of business affairs or finance and the business managers, comptrollers, chief accountants, and personnel managers. Physical plant administration included the officers of the institutions who were responsible for the maintenance, improvement, and protection of the campus properties. Normally, the largest proportion of such staff members is concerned with maintaining the physical grounds; however, at the larger institutions those who are responsible for the maintenance and operation of a vehicle division, nursery, and so forth were also in this study.

Auxiliary enterprises, or self-supporting activities, include student and faculty residences owned and operated by an institution, athletic programs, student unions, and the like. Included in the category of administration of noninstitutional affairs are various kinds of operations that are not directly related to other operations. Post offices, voluntary associations, nonprofit foundations, credit unions, and the like have been included in this classification.

All library personnel engaged in the performance of services to students and faculty and staff are categorized as library administration. Library science faculty were excluded except in those instances where such faculty performed both administrative and instructional functions.

ADMINISTRATORS

The total number of full-time administrators was 3,382, and the total FTE number of part-time administrators was 682.9. A significant number of administrators performed functions in teaching, research, or related duties. The total FTE for administrators assigned to other duties was 126.2. Of this number, the largest proportion was involved in teaching and/or research; the remainder was concerned with other part-time administrative work.

An important distinction was made between members of the professional administrative staffs and those in clerical or support positions. The total FTE number of professional administrators was 4,064.9 for the 37 participating institutions; 38.9 percent (1,582.3) of this number were involved in academic administration; 15.4 percent (624.1) in business administration; and 14.4 percent (585.6) in student personnel administration. Almost 70 percent were in these three major areas. The percentages varied between public and private institutions and according to size of institution, but it was evident that these three areas of administrative responsibility required the largest numbers of professional administrative staff (Table 31).

In the private sector more than 30 percent (334.1) of the administrative staff was involved in student personnel functions; this constituted the largest single group of professional administrators. Almost half of the administrators in the public sector were involved in academic affairs, and in all of the institutions with an enrollment of 5,001 or more, more than 40 percent were in academic affairs.

It may be assumed that in the larger institutions there is more compartmentalization and specialization among the professional administrators. The data indicated that the smaller institutions tended toward more centralization of business and student personnel functions, while the larger institutions required compartively larger and more complex organizational structures. This is reflected in a comparison of the percentages of administrative personnel in each of the nine areas according to institutional size (Table 31).

The data requested about administrative personnel in Indiana higher education included only that pertaining to an FTE count of professional staff. Other information, such as that concerning the salaries of administrative personnel, was not submitted. However, tabular information is presented in this chapter to show the extent of participation by administrators in part-time teaching, research, or related duties (Table 32).

CLERICAL PERSONNEL

Secretaries and stenographers make up more than 50 percent (2,420.64) of the total number of clerical personnel (4,269.12). Approximately 27 percent (1,167.6) of the clerical staff are employed as office clerks, 3.1 percent (133.45) as machine operators, and 12.8 percent (547.43) in other positions. There is some consistency to this kind of distribution for public and private institutions and according to enrollment classifications (Table 33).

More than 23 percent of all clerical employees work in the area of academic administration; approximately 16 percent work in student personnel; and 15 percent are in business administration. The distribution for clerical staff is not significantly different in the public and private sectors or among the institutions in the various enrollment classifications.

The number of clerical personnel needed to serve the faculty, administration, and students of an institution varies significantly according to the primary objectives, functions, and enrollment of the institutions. There were approximately 2 clerical employees for every 1 faculty member; 8 to 1, clerical personnel to administrators; and 1 clerical employees for every 6 students.

SUPPORT PERSONNEL

Almost half of the support personnel served in maintenance or janitorial functions (Table 34). Cooks and food service helpers constituted approximately 15 percent of the total support personnel. The public institutions employed 75 percent of the total number reported. More than half of the support personnel in public institutions were classified as maintenace, and 12 percent were considered as janitorial. In the private sector, only 11 percent (222.9) were in maintenance, and about 20 percent (385.26) were janitors. The percentages were similar for the distribution of support personnel among the institutions according to enrollment classifications (Table 34.) For further information on support personnel, see Appendix F.

LIBRARY PERSONNEL

As with faculty, the demand for competent library personnel in higher education has increased. Most college administrators have realized over the past few years that library personnel were more in demand and becoming shorter in supply. In addition, most of the institutions participating in this study experienced growth in enrollment and in scope of program. Consequently, the library in many schools grew considerably, and this growth was accompanied by a need for more library personnel, both professional and nonprofessional.

Professional library administrators were counted in the same way as faculty and staff--on the FTE basis for both full- and part-time staff. The total number of full-time professional library administrators was 109, and the total number of full-time professional library administrators was 25.58 (Table 35). The total number of all library personnel (professional and nonprofessional) reporting from the 37 participating institutions was 795; of this number, 734 were employed on an 11-to 12-months basis.

Only one library director employed on a 9-to 10-months basis reported his salary, which was $7,800. Twelve associate librarians averaged $9,250; 2 heads of school, college, or branch libraries averaged $7,000; 42 other professional personnel averaged $7,643; and 5 nonprofessional assistants averaged $3,900. The great majority of library staff were employed on an 11-12-months basis. The number and average salary of library staff by position title for 11 to 12 months were as follows: 25 library directors averaged $10,792; 36 associate librarians averaged $9,361; 46 department heads averaged $10,957; 38 heads of school, college, or branch libraries averaged $10,579; 177 other professional personnel averaged $8,822; and 437 nonprofessional assistants averaged $4,177 (Table 36).

In addition to reporting these data, 32 institutions indicated the beginning annual salaries that they would pay in 1967-68 to a library school graduate holding the 5-year degree, without experience. For 9-to 10-months appointments the average for 20 institutions was $6,900; for 11-months appointments, the average was $7,994 for 12 institutions.

Six of the participating institutions were using full-time contributed service library personnel. The salaries for these staff members were equated to the 11-to 12-months rate that each institution would normally pay. All six were privately controlled, and they employed a total of 121 employees in this category. Salary ranges for these employees are given in Table 37.

Table 31 DISTRIBUTION OF ADMINISTRATIVE STAFF BY KIND OF INSTITUTION IN INDIANA, FALL, 1967

37 INSTITUTIONS

Administrative Area	Full-time		Part-time FTE		Total FTE	Percent of Total	FTE for Part-time Teaching, Research or Related Duties
	Number	%	Number	%			
General	97	82.4%	20.7	17.6%	117.6	2.9%	10.2
Academic	1,352	85.4	230.3	14.6	1,582.3	38.9	40.0
Student personnel	477	81.5	108.6	18.5	585.6	14.4	42.6
Public relations and development	193	84.4	35.6	15.6	228.6	5.6	7.4
Business	457	73.2	167.1	26.8	624.1	15.4	2.5
Physical plant	209	94.9	11.3	5.1	220.3	5.4	1.3
Auxiliaries	181	83.6	35.5	16.4	216.5	5.3	8.8
Noninstitutional	84	87.1	12.5	12.9	97.5	2.4	0.8
Library	109	81.0	25.6	19.0	134.6	3.3	6.2
Instructional	0	0.0	0.0	0.0	0.0	0.0	0.0
Resident halls	223	86.2	35.7	13.8	258.7	6.4	6.5
TOTAL	3,382	83.2	682.9	16.8	4,064.9	100.0	126.2

continued

PRIVATE INSTITUTIONS

Administrative Area	Full-time		Part-time FTE		Total FTE	Percent of Total	FTE for Part-time Teaching, Research or Related Duties
	Number	%	Number	%			
General	48	84.0%	9.1	16.0%	57.1	5.5%	7.0
Academic	102	78.7	27.7	21.3	129.7	12.1	22.7
Student personnel	279	83.5	55.1	16.5	334.1	32.4	40.1
Public relations and development	123	89.8	14.0	10.2	137.0	13.3	6.0
Business	102	94.1	6.3	5.9	108.3	10.6	1.5
Physical plant	43	94.0	2.8	6.0	45.8	4.4	1.3
Auxiliaries	70	86.6	10.8	13.4	80.8	7.8	8.2
Resident halls	62	92.6	4.9	7.4	66.9	6.4	6.0
Noninstitutional	3	63.2	1.8	36.8	4.8	0.5	0.8
Library	63	90.3	6.8	9.7	69.8	6.7	6.0
Instructional	0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL	895	86.5	139.2	13.5	1,034.2	100.0	99.4

continued

PUBLIC INSTITUTIONS

Administrative Area	Full-time		Part-time		Total FTE	Percent of Total	FTE for Part-time Teaching, Research or Related Duties
	Number	%	FTE	%			
General	49	80.9%	11.6	19.1%	60.6	2.0%	3.3
Academic	1,250	86.1	202.6	13.9	1,452.6	47.3	17.3
Student personnel	198	78.7	53.5	21.3	251.5	8.2	2.6
Public relations and development	70	76.4	21.6	23.6	91.6	2.9	1.4
Business	355	68.8	160.7	31.2	515.7	16.9	1.0
Physical plant	166	95.1	8.6	4.9	174.6	5.6	0.0
Auxiliaries	111	81.8	24.7	18.2	135.7	4.4	0.6
Resident halls	161	84.0	30.8	16.0	191.8	6.2	0.5
Noninstitutional	81	88.3	10.7	11.7	91.7	2.9	0.0
Library	46	71.0	18.8	29.0	64.8	2.0	0.3
Instructional	0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL	2,487	82.1	543.6	17.9	3,030.6	100.0	26.8

continued

INSTITUTIONS WITH AN ENROLLMENT OF 500 OR LESS

Administrative Area	Full-time		Part-time		Total FTE	Percent of Total	FTE for Part-time Teaching, Research or Related Duties
	Number	%	FTE	%			
General	6	96.0%	0.3	4.0%	6.3	8.8%	0.8
Academic	4	61.5	2.5	38.5	6.5	9.0	1.8
Student personnel	10	42.0	13.8	58.0	23.8	33.1	5.8
Public relations and development	11	93.6	0.8	6.4	11.8	16.4	0.8
Business	10	100.0	0.0	0.0	10.0	13.9	0.0
Physical plant	1	36.4	1.8	63.6	2.8	3.9	0.3
Auxiliaries	1	66.7	0.5	33.3	1.5	2.1	0.5
Resident halls	0	0.0	3.0	100.0	3.0	4.2	0.0
Noninstitutional	0	0.0	0.0	0.0	0.0	0.0	0.0
Library	4	63.2	2.3	36.8	6.3	8.8	0.7
Instructional	0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL	47	65.4	24.9	34.6	72.0	100.0	10.5

continued

INSTITUTIONS WITH AN ENROLLMENT OF 501-751

Administrative Area	Full-time		Part-time		Total FTE	Percent of Total	FTE for Part-time Teaching, Research or Related Duties
	Number	%	FTE	%			
General	3	60.0%	2.0	40.0%	5.0	8.7%	1.0
Academic	1	33.3	2.0	66.7	3.0	5.2	1.0
Student personnel	11	65.5	5.8	34.5	16.8	29.4	3.7
Public relations and development	9	87.0	1.4	13.0	10.4	18.2	0.6
Business	7	100.0	0.0	0.0	7.0	12.2	0.0
Physical plant	3	75.0	1.0	25.0	4.0	7.0	1.0
Auxiliaries	5	90.9	0.5	9.1	5.5	9.6	0.0
Resident halls	3	100.0	0.0	0.0	3.0	5.2	0.0
Noninstitutional	0	0.0	0.5	100.0	0.5	0.9	0.5
Library	2	100.0	0.0	0.0	2.0	3.6	0.3
Instructional	0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL	44	77.0	13.1	23.0	57.2	100.0	8.1

continued

INSTITUTIONS WITH AN ENROLLMENT OF 751-1,500

Administrative Area	Full-time		Part-time		Total FTE	Percent of Total	FTE for Part-time Teaching, Research or Related Duties
	Number	%	FTE	%			
General	19	81.2%	4.4	18.8%	23.4	6.4%	4.2
Academic	17	59.3	11.7	40.7	28.7	7.8	6.9
Student personnel	115	86.6	17.8	13.4	132.8	36.3	14.4
Public relations and development	44	93.1	3.3	6.9	47.3	12.9	3.3
Business	42	95.1	2.1	4.9	44.1	12.0	0.7
Physical plant	15	100.0	0.0	0.0	15.0	4.1	0.0
Auxiliaries	26	81.8	5.8	18.2	31.8	8.7	4.7
Resident halls	16	90.1	1.8	9.9	17.8	4.9	0.0
Noninstitutional	0	0.0	0.0	0.0	0.0	0.0	0.0
Library	21	83.4	4.2	16.6	25.2	6.9	1.3
Instructional	0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL	315	86.1	51.0	13.9	366.1	100.0	35.5

continued

INSTITUTIONS WITH AN ENROLLMENT OF 1,501 to 5,000

Administrative Area	Full-time		Part-time		Total FTE	Percent of Total	FTE for Part-time Teaching, Research or Related Duties
	Number	%	FTE	%			
General	12	96.0%	0.5	4.0%	12.5	6.1%	0.5
Academic	16	66.9	7.9	33.1	23.9	11.8	7.1
Student personnel	72	81.9	15.9	18.1	87.9	43.2	13.8
Public relations and development	25	73.7	8.9	26.3	33.9	16.7	1.6
Business	17	90.9	1.7	9.1	18.7	9.2	0.3
Physical plant	5	100.0	0.0	0.0	5.0	2.6	0.0
Auxiliaries	4	84.2	0.8	15.8	4.8	2.3	0.3
Resident halls	9	97.8	0.2	2.2	9.2	4.5	0.0
Noninstitutional	3	70.6	1.3	29.4	4.3	2.1	0.3
Library	2	66.7	1.0	33.3	3.0	1.5	1.0
Instructional	0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL	165	81.2	38.1	18.8	203.2	100.0	24.8

continued

INSTITUTIONS WITH ENROLLMENT OF 5,001 OR MORE

Administrative Area	Full-time		Part-time		Total FTE	Percent of Total	FTE for Part-time Teaching, Research or Related Duties
	Number	%	FTE	%			
General	57	80.8%	13.6	19.2%	70.6	2.1%	3.8%
Academic	1,314	86.4	206.2	13.6	1,520.2	45.2	23.2
Student personnel	269	83.0	55.3	17.0	324.3	9.6	4.8
Public relations and development	104	83.0	21.4	17.0	125.4	3.7	1.2
Business	381	70.0	163.2	30.0	544.2	16.2	1.5
Physical plant	185	95.6	8.6	4.4	193.6	5.8	0.0
Auxiliaries	145	83.8	28.0	16.2	173.0	5.1	3.3
Resident halls	195	86.4	30.8	13.6	225.8	6.7	6.5
Noninstitutional	81	88.3	10.7	11.7	91.7	2.7	0.0
Library	80	81.6	18.1	18.4	98.1	2.9	3.0
Instructional	0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL	2,811	83.5	555.7	16.5	3,366.9	100.0	47.3

Table 32 DISTRIBUTION OF PART-TIME ADMINISTRATORS BY OTHER PART-TIME ASSIGNMENTS, FALL, 1967

ADMINISTRATIVE AREAS

Kinds and Size of Institutions

Area	All FTE*	Public Only FTE	Private Only FTE	500 or Less Students FTE	501 to 750 Students FTE	751 to 1,500 Students FTE	1,501 to 5,000 Students FTE	5,001 or More Students FTE
General	0.00	0.00	0.00	--	--	--	--	--
Academic	2.40	1.32	3.72	--	--	0.50	1.90	1.32
Student personnel	1.20	1.23	2.43	--	--	1.20	--	1.23
Public relations and development	3.05	1.25	4.30	--	--	3.05	1.00	0.25
Business	0.00	0.00	0.00	--	--	--	--	--
Physical plant	0.00	0.00	0.00	--	--	--	--	--
Auxiliary enterprises	0.25	0.75	1.00	--	--	0.25	0.75	--
Resident halls	2.50	0.50	3.00	--	1.50	1.00	--	0.50
Noninstitutional	0.00	0.00	0.00	--	--	--	--	--
Library	2.79	1.02	1.77	0.75	--	--	--	1.02
Instructional	27.00	1.66	28.66	--	--	6.00	6.00	16.66

INSTRUCTIONAL AREAS

Kinds and Size of Institutions

Area	Private FTE	Public FTE	All* FTE	500 or Less Students FTE	501 to 800 Students FTE	801 to 1,500 Students FTE	1,501 to 5,000 Students FTE	5,001 or more Students FTE
Business and commerce	2.45	2.50	4.95	0.00	--	1.50	0.95	2.50
Business education	0.58	0.00	0.58	0.00	--	0.58	0.00	--
Education	6.76	3.96	10.72	0.67	--	3.11	1.48	5.46
Engineering	4.08	0.00	4.08	0.00	--	3.58	0.50	--
English and journalism	7.23	0.50	7.73	1.83	0.80	3.65	0.95	0.50
Art	1.15	0.00	1.15	0.00	0.40	0.75	--	--
Dramatics and speech	0.25	1.00	1.25	0.25	0.00	0.00	--	1.00
Music	1.70	0.00	1.70	0.00	0.75	0.75	0.20	--
Fine arts	0.25	0.00	0.25	0.25	0.00	--	--	--
Classical languages	0.40	0.00	0.40	0.00	0.40	--	--	--

continued

Table 32 continued

Area	Private FTE	Public FTE	All FTE	500 or Less Students FTE	501 to 800 Students FTE	801 to 1,500 Students FTE	1,501 to 5,000 Students FTE	5,001 or more Students FTE
Modern languages	1.80	0.50	2.30	0.00	--	0.50	1.30	0.50
Forestry	0.00	0.00	0.00	--	--	0.00	0.00	--
Geography	0.75	0.00	0.75	--	--	0.25	0.50	--
Medicine	0.00	0.34	0.34	--	--	--	--	0.34
Pharmacy	0.50	0.00	0.50	--	--	0.50	--	--
Other health fields	0.00	0.50	0.50	--	--	--	--	0.50
Law	0.00	0.25	0.25	--	--	--	--	0.25
Mathematics	5.32	0.25	5.57	1.00	0.40	1.92	1.00	1.25
Military science	0.00	0.00	0.00	--	0.00	0.00	--	--
Philosophy	1.60	0.50	2.10	--	0.25	0.25	0.60	1.00
Physical health	9.19	0.50	9.69	0.50	0.00	5.28	0.25	3.66
Physical sciences	3.23	1.31	4.54	0.67	--	1.73	0.83	1.31
Psychology	3.26	2.00	5.26	0.50	0.50	0.63	1.63	2.00
Religion and theology	9.71	--	9.71	3.26	1.85	2.25	1.85	0.50
Social sciences	6.78	2.75	9.53	0.83	1.00	3.07	1.88	2.75
Trade and industrial	0.50	--	0.50	--	--	--	--	0.50
Liberal arts	0.50	--	0.50	--	--	0.50	--	--
Area studies	0.25	--	0.25	--	0.25	--	--	--
Educational research	0.00	0.50	0.50	--	--	--	--	0.50
Research	0.00	1.00	1.00	--	--	--	--	1.00

*Data are given for 34 Indiana institutions of higher education.

Table 33 DISTRIBUTION OF CLERICAL PERSONNEL BY FUNCTIONAL AREAS AND BY KINDS OF INSTITUTIONS, FALL, 1967

ALL INDIANA INSTITUTIONS OF HIGHER EDUCATION

Administrative Area	Secretarial	Office Clerks	Machine Operators	Other	Total
General	174.95	21.50	27.00	46.84	270.29
Academic	673.34	286.03	3.00	32.51	994.88
Student personnel	395.14	187.30	8.90	126.05	713.39
Public relations and development	125.50	54.95	11.00	8.98	200.43
Business	386.20	234.94	68.20	49.71	739.05
Physical plant	99.75	34.50	2.00	12.17	148.42
Auxiliary enterprises	142.48	169.96	7.75	59.19	379.38
Residence halls	195.63	46.50	0.60	34.83	277.56
Noninstitutional	75.65	26.92	1.00	6.00	109.57
Library	152.00	104.00	4.00	175.15	435.15
TOTAL	2,420.64	1,167.60	133.45	547.43	4,269.12

PRIVATE INSTITUTIONS

Administrative Area	Secretarial	Office Clerks	Machine Operators	Other	Total
General	101.80	11.50	16.00	40.84	170.14
Academic	101.31	47.50	0.00	24.51	173.32
Student personnel	153.44	40.30	0.90	47.30	241.94
Public relations and development	72.50	36.95	7.00	8.98	125.43
Business	81.80	86.74	24.70	38.21	231.45
Physical plant	13.25	6.75	2.00	12.17	34.17
Auxiliary enterprises	30.83	74.88	6.75	52.19	164.65
Residence halls	12.00	13.50	.60	34.83	60.93
Noninstitutional	5.00	4.25	1.00	6.00	16.25
Library	23.50	13.50	2.00	52.15	91.15
TOTAL	595.43	335.87	60.95	317.18	1,309.43

continued

PUBLIC INSTITUTIONS

Administrative Area	Secretarial	Office Clerks	Machine Operators	Other	Total
General	73.15	11.00	11.00	6.00	101.15
Academic	572.53	238.53	3.00	8.00	821.56
Student personnel	241.70	147.00	8.00	74.75	471.45
Public relations and development	53.00	18.00	4.00	0.00	75.00
Business	304.40	148.20	43.50	11.50	507.60
Physical plant	86.50	27.75	--	--	114.25
Auxiliary enterprise	111.65	95.08	1.00	7.00	214.73
Residence halls	183.63	33.00	--	--	216.63
Noninstitutional	70.65	22.42	--	--	93.32
Library	128.50	90.50	2.00	123.00	344.00
TOTAL	1,825.71	831.48	72.50	230.25	2,959.69

INSTITUTIONS WITH AN ENROLLMENT OF 500 OR LESS

Administrative Area	Secretarial	Office Clerks	Machine Operators	Other	Total
General	6.00	2.50	--	--	8.50
Academic	7.30	2.50	--	--	9.80
Student personnel	4.00	1.00	--	--	5.00
Public relations and development	3.00	--	--	--	3.00
Business	16.00	5.50	2.00	5.63	29.13
Physical plant	1.00	--	2.00	--	3.00
Auxiliary enterprises	1.00	--	1.50	--	2.50
Residence halls	--	--	--	--	--
Noninstitutional	--	--	--	--	--
Library	--	0.25	1.00	2.50	3.75
TOTAL	38.30	11.75	6.5	8.13	64.68

continued

INSTITUTIONS WITH AN ENROLLMENT OF 501-750

Administrative Area	Secretarial	Office Clerks	Machine Operators	Other	Total
General	2.50	--	--	0.25	2.75
Academic	2.60	--	--	--	2.60
Student personnel	8.00	--	--	2.00	10.00
Public relations and development	5.50	1.00	--	1.00	7.50
Business	11.00	4.00	2.00	2.25	19.25
Physical plant	--	--	--	--	--
Auxiliary enterprise	0.50	2.00	--	0.50	3.00
Residence halls	--	2.00	--	4.75	6.75
Noninstitutional	--	--	--	0.50	0.50
Library	--	--	--	--	--
TOTAL	30.10	9.00	2.00	11.25	52.35

INSTITUTIONS WITH AN ENROLLMENT OF 751-1,500

Administrative Area	Secretarial	Office Clerks	Machine Operators	Other	Total
General	17.50	3.50	--	5.00	26.00
Academic	38.91	46.50	--	11.33	96.74
Student personnel	61.91	16.30	0.90	23.00	102.61
Public relations and development	33.50	14.45	1.00	1.00	49.95
Business	28.50	56.74	16.50	15.00	116.74
Physical plant	5.25	--	--	3.00	8.25
Auxiliary enterprise	10.33	5.13	2.25	10.15	27.86
Residence halls	1.00	--	--	11.78	12.78
Noninstitutional	--	3.25	--	2.50	5.75
Library	10.50	13.25	1.00	10.10	34.85
TOTAL	207.40	159.61	21.65	92.86	481.52

continued

INSTITUTIONS WITH AN ENROLLMENT OF 1,501-5,000

Administrative Area	Secretarial	Office Clerks	Machine Operators	Other	Total
General	65.70	3.50	16.00	13.00	98.20
Academic	27.50	5.50	--	4.80	37.80
Student personnel	40.55	15.00	--	2.50	58.05
Public relations and development	17.00	21.00	2.00	1.00	41.00
Business	15.30	11.50	3.70	0.00	30.50
Physical plant	5.00	6.75	--	1.00	12.75
Auxiliary enterprise	6.00	35.75	1.00	10.00	52.75
Residence halls	3.00	10.50	0.60	17.00	31.10
Noninstitutional	5.00	1.00	1.00	3.00	10.00
Library	8.00	--	--	--	8.00
TOTAL	193.05	110.50	24.30	52.30	381.15

INSTITUTIONS WITH AN ENROLLMENT OF 5,001 OR MORE

Administrative Area	Secretarial	Office Clerks	Machine Operators	Other	Total
General	82.15	12.00	11.00	28.59	133.74
Academic	587.03	231.53	3.00	16.38	837.94
Student personnel	272.70	61.00	0.00	68.50	402.20
Public relations and development	65.00	18.50	8.00	5.98	97.48
Business	315.40	157.20	44.00	26.83	543.43
Physical plant	87.50	27.75	0.00	3.17	118.42
Auxiliary enterprise	124.65	127.08	3.00	38.54	293.27
Residence halls	191.63	34.00	0.00	1.30	225.93
Noninstitutional	70.65	22.67	0.00	0.00	93.32
Library	133.50	90.50	2.00	162.55	388.55
TOTAL	1,930.21	782.23	71.00	352.84	3,135.28

Table 34 SUPPORT PERSONNEL IN INDIANA INSTITUTIONS OF HIGHER EDUCATION, BY KIND OF INSTITUTION, FALL, 1967

INDIANA INSTITUTIONS (34)

Classification	Full-time Number	Part-time Number	Part-time FTE	Total FTE
Maintenance	1,168	5,315	2,634.35	3,786.35
Janitorial	1,249	200	80.11	1,311.61
Security	92	69	39.00	123.00
Groundkeepers	168	9	4.80	167.80
Shop mechanics	144	19	8.42	152.42
Storekeepers	65	21	9.80	74.80
Maids	391	27	13.10	386.10
Cooks	556	27	14.50	566.50
Food service helpers	729	189	57.30	756.05
Other	558	835	310.85	867.85
TOTAL	5,129	6,710	3,170.11	8,305.98

PUBLIC INSTITUTIONS

Classification	Full-time Number	Part-time Number	Part-time FTE	Total FTE
Maintenance	950	5,256	2,613.45	3,563.45
Janitorial	882	85	44.35	926.35
Security	32	61	35.60	67.60
Groundkeepers	86	1	0.80	86.80
Shop mechanics	82	2	0.37	82.37
Storekeepers	36	0	0.00	36.00
Maids	115	0		115.00
Cooks	383	0		383.00
Food service helpers	383	0		383.00
Other	435	189	121.83	556.83
TOTAL	3,375	5,593	2,816.28	6,192.40

PRIVATE INSTITUTIONS

Classification	Full-time Number	Part-time Number	Part-time FTE	Total FTE
Maintenance	218	59	20.90	222.90
Janitorial	367	115	35.76	385.26
Security	60	8	3.40	55.40
Groundkeepers	82	8	4.00	81.00
Shop mechanics	62	17	8.05	70.05
Storekeepers	29	21	9.80	38.80
Maids	276	27	13.10	271.10
Cooks	173	27	14.50	183.50
Food service helpers	346	189	57.30	373.05
Other	123	646	189.02	311.02
TOTAL	1,754	1,117	353.83	2,113.58

continued

INSTITUTIONS WITH AN ENROLLMENT OF 500 OR LESS

Classification	Full-time Number	Part-time Number	Part-time FTE	Total FTE
Maintenance	23	1	0.25	16.25
Janitorial	32	15	3.75	22.75
Security	1	0	0.00	1.00
Groundkeepers	9	1	0.50	8.50
Shop mechanics	1	0	0.00	1.00
Storekeepers	2	1	0.25	2.25
Maids	7	1	0.50	6.50
Cooks	9	3	2.00	11.00
Food service helpers	4	18	6.55	8.30
Other	19	6	3.45	21.45
TOTAL	107	46	17.25	120.00

INSTITUTIONS WITH AN ENROLLMENT OF 501 TO 750

Classification	Full-time Number	Part-time Number	Part-time FTE	Total FTE
Maintenance	8	3	1.50	9.50
Janitorial	9	0	0.00	9.00
Security	0	1	0.25	0.25
Groundkeepers	6	0	0.00	6.00
Shop mechanics	0	2	0.55	0.55
Storekeepers	0	2	1.00	1.00
Maids	18	4	1.80	19.80
Cooks	8	2	1.00	9.00
Food service helpers	0	5	2.50	2.50
Other	2	0	0.00	2.00
TOTAL	51	19	8.60	59.60

INSTITUTIONS WITH AN ENROLLMENT OF 751 TO 1,500

Classification	Full-time Number	Part-time Number	Part-time FTE	Total FTE
Maintenance	98	41	13.70	102.70
Janitorial	163	84	26.41	177.91
Security	34	3	1.25	35.25
Groundkeepers	36	4	2.00	34.00
Shop mechanics	23	15	7.50	30.50
Storekeepers	18	11	4.75	22.75
Maids	96	7	3.50	82.50
Cooks	63	20	10.00	73.00
Food service helpers	98	130	29.65	116.65
Other	18	18	2.60	20.60
TOTAL	657	333	101.36	758.86

continued

INSTITUTIONS WITH AN ENROLLMENT OF 1,501 TO 5,000

Classification	Full-time Number	Part-time Number	Part-time FTE	Total FTE
Maintenance	35	6	2.95	37.95
Janitorial	79	9	3.10	90.10
Security	17	4	1.90	10.90
Groundkeepers	26	3	1.50	27.50
Shop mechanics	23	0	0.00	23.00
Storekeepers	11	1	0.30	11.30
Maids	67	11	5.30	72.30
Cooks	10	0	0.00	10.00
Food service helpers	97	32	18.00	119.00
Other	39	25	12.00	51.00
TOTAL	404	91	43.05	452.55

INSTITUTIONS WITH AN ENROLLMENT OF 5,001 OR MORE

Classification	Full-time Number	Part-time Number	Part-time FTE	Total FTE
Maintenance	1,004	5,264	2,615.95	3,619.95
Janitorial	966	92	46.85	1,011.85
Security	40	61	35.60	75.60
Groundkeepers	91	1	0.80	91.80
Shop mechanics	97	2	0.37	97.37
Storekeepers	34	6	3.50	37.50
Maids	203	4	2.00	205.00
Cooks	466	2	1.50	463.50
Food service helpers	530	4	0.60	509.60
Other	480	786	292.80	772.80
TOTAL	3,910	6,221	2,999.85	6,914.97

Table 35 FULL-AND PART-TIME PROFESSIONAL LIBRARY ADMINISTRATORS IN INDIANA HIGHER EDUCATION, FALL, 1967

Institutions	Full-time Personnel (Number)	Part-time Personnel FTE	Total FTE Number
All	109	25.58	134.58
Public	46	18.83	64.83
Private	63	6.75	69.75
Enrollment of 500 or less	4	2.33	6.33
501 to 800	2	0.00	2.0
801 to 1,500	21	4.17	25.17
1,501 to 5,000	2	1.00	3.0
5,000 or more	80	18.08	98.08

Table 36 SALARIES OF FULL-TIME LIBRARY STAFF IN INDIANA INSTITUTIONS OF HIGHER EDUCATION, FALL, 1967

INDIANA INSTITUTIONS (37)

Title	Contract Period (months)	Highest Salary in Range	Lowest Salary in Range	Median Salary	Mean Salary	Number above Mean	Number below Mean	Total Number Reporting
Associate librarians (assistant chief)	9-10	$11,500	$6,500	$ 9,500	$ 9,250.00	10	2	12
	11-12	22,500	55,000	7,500	9,361.11	16	20	36
Department heads (Division)	9-10	--	--	--	--	--	--	--
	11-12	18,500	7,500	10,500	10,956.52	28	18	46
Heads of school, college, or branch libraries	9-10	7,500	6,500	7,500	7,000.00	1	1	2
	11-12	17,500	6,500	10,500	10,578.95	22	16	38
All other professional librarians	9-10	14,500	5,500	7,500	7,642.86	29	13	42
	11-12	13,500	5,500	8,500	8,822.03	105	72	177
All other staff	9-10	5,500	4,000	3,500	3,900.00	1	4	5
	11-12	11,500	4,000	3,500	4,177.35	95	342	437

continued

PRIVATE INSTITUTIONS

Title	Contract Period (months)	Highest Salary in Range	Lowest Salary in Range	Median Salary	Mean Salary	Number above Mean	Number below Mean	Total Number Reporting
Associate librarians (assistant chief)	9-10	$8,500	$6,500	$8,500	$7,700.00	3	2	5
	11-12	16,500	5,500	7,500	8,166.67	20	10	30
Department heads (division)	9-10	--	--	--	--	--	--	--
	11-12	13,500	7,500	9,500	9,131.58	15	4	19
Heads of school, college, or branch libraries	9-10	6,500	6,500	6,500	6,500.00	1	0	1
	11-12	10,500	6,500	7,500	8,000.00	7	1	8
All other professional librarians	9-10	6,500	5,500	5,500	5,785.71	2	5	7
	11-12	11,500	5,500	7,500	7,224.14	26	3	29
All other staff	9-10	5,500	3,500	5,500	4,166.67	1	2	3
	11-12	6,500	3,500	3,500	3,801.89	11	95	106

continued

PUBLIC INSTITUTIONS

Title	Contract Period (months)	Highest Salary in Range	Lowest Salary in Range	Median Salary	Mean Salary	Number above Mean	Number below Mean	Total Number Reporting
Associate librarians	9-10	$11,500	$8,500	$11,500	$10,357.14	6	1	7
(assistant chief)	11-12	22,500	5,500	17,500	15,333.33	4	2	6
Department heads	9-10	--	--	--	--	--	--	--
(division)	11-12	18,500	7,500	12,500	12,240.74	19	8	27
Heads of school, college, or	9-10	7,500	7,500	7,500	7,500.00	1	0	1
branch libraries	11-12	17,500	7,500	11,500	11,266.67	21	9	30
All other professional	9-10	14,500	5,500	7,500	8,014.29	29	6	35
librarians	11-12	13,500	6,500	9,500	9,135.14	101	47	148
All other	9-10	3,500	3,500	3,500	3,500.00	--	--	2
staff	11-12	11,500	3,500	4,500	4,297.58	126	205	331

Table 37 SALARIES OF FULL-TIME CONTRIBUTED SERVICE LIBRARY PERSONNEL IN 6 INDIANA INSTITUTIONS OF HIGHER EDUCATION, FALL, 1967

Title	Contract Period (months)	Highest Salary in Range	Lowest Salary in Range	Mean Salary	Number above Mean	Number below Mean	Total Number Reporting
Associate librarians	11-12	$14,500	$11,500	$13,055.56	13	5	18
Department heads	11-12	14,500	3,500	5,423.00	15	21	36
All other professional librarians	11-12	14,500	3,500	6,884.62	8	18	26
All other staff	11-12	14,500	12,500	13,524.39	27	14	41

V. REGIONAL CAMPUSES

Organized programs in higher education are operated by Indiana State University, Indiana University, and Purdue University at 10 regional campuses located in 9 major metropolitan communities. The Indiana State University regional campus is located in Evansville. Indiana University operates regional campuses in Gary and East Chicago (Indiana University Northwest), Indianapolis, Fort Wayne, Jeffersonville (Indiana University Southeast), Kokomo, and South Bend. The Purdue University regional campuses are located at Hammond (Calumet Regional Campus), Indianapolis, Fort Wayne, and Westville (North Central Regional Campus).

At each of the regional campuses there are resident administrative staffs and faculties, and the programs are conducted in facilities owned and operated by the universities. At Fort Wayne, India . University and Purdue University share the same campus facilities. However, the Indiana State campus at Evansville is an exception; it was established in 1965 in temporary facilities rented from the Meade-Johnson Company. A permanent campus has been acquired, and the construction of buildings is under way. In recent years extensive additions to the physical plants have been made on all of the regional campuses of Indiana University and Purdue University, and plans for the future expansion of these facilities have been developed.

The regional campuses have been the most rapidly growing segments of the state universities. These campuses were originally established as extension centers with limited programs that predominately served part-time students; the courses were offered in local school buildings and taught by part-time faculty or by professors traveling from the home campuses. Since then, these centers have been developed into institutions that provide a wide variety of programs and courses leading to undergraduate and graduate degrees in a number of fields. At least two years of undergraduate study is offered in all of the centers. Bachelor's degree programs in arts and sciences fields, business and education are available at Indianapolis, Fort Wayne, South Bend, and the Northwest regional campuses of Indiana University. Purdue University offers the first two years of engineering and bachelor's degree programs in humanities, social sciences, education, science, and technology at all of its regional campuses. The two-year associate degree in applied sciences is also provided at the Purdue regional campuses. The Division of General and Technical Studies of Indiana University is developing curricula for the associate in arts degree in several fields at the regional campuses. Graduate work in education, engineering, business, and other academic fields is also offered at the regional campuses. Programs in adult and continuation education are provided in several centers. Profiles describing each of the regional campuses and the programs that are provided are given in Appendix A.

Enrollments at the regional campuses (the Indiana University professional schools at Indianapolis are not included in these enrollments) increased from a total of 10,025 in 1957 to a total of 27,767 in 1967. This is an increase of 172 percent as compared with the increase of 132 percent on the home campuses of the universities and 104 percent for all the 37 participating institutions. In 1967 the enrollments of the regional campuses constituted 17 percent of the total enrollments of the participating institutions. Most of the students enrolled at the regional campuses are part-time students, especially in the graduate programs. The proportion of full-time students, however, has increased considerably as full degree programs have been developed. Details of the enrollment in each of the regional campuses are shown in Table 4, Chapter II.

The administrative staffs of the regional campuses total 165.4 full-time equivalent administrators. Many of these administrators also teach. The faculties include 358 full-time resident instructors and 1,344 part-time instructors with a full-time equivalent of 1,047.2. The largest number of part-time faculty is recruited from local schools and colleges and from local professions and businesses. They are supplemented by professors from the university campuses. As new programs have been developed and the number of full-time students has increased, additions have been made to the full-time resident faculties. The clerical staffs of the regional campuses total the full-time equivalent of 297.1. The service and support staffs amount to a full-time equivalent of 221.8.

The educational programs at the regional campuses are in the process of rapid expansion and development. The bachelor's degree in the major areas of arts and sciences, business, and education now offered at the regional campuses in Calumet and the Northwest area, South Bend, Fort Wayne, and Indianapolis will be expanded as facilities and staff become available. In these areas two-year programs in a variety of technical fields and nursing are also offered by the School of Technology of Purdue University and the Division of General and Technical Studies of Indiana University. The graduate programs for the master's degree in education, business, and other fields are being developed so that all of the work for the degree may be done at the regional campus. The future growth and development of the regional campus programs will depend to a large degree on the funds made available for physical facilities, additional faculty and staff personnel, and general operating expenses. The recent reorganization of the administration of the Indiana University regional campuses, which gives greater autonomy to these institutions, should contribute to more effective adaptation to meet local educational needs. More than one-half of the high school graduates of Indiana live within commuting distance of the regional campuses. It is reasonable to predict that by 1985 all of the regional campuses will become multipurpose higher educational institutions that will serve one-third to one-half of the total student enrollment in higher education in the state.

Table 38 FACULTY AND STAFF RESOURCES, UNIVERSITY REGIONAL CAMPUSES, FALL SEMESTER, 1967

Campus	Administration FTE total	Faculty Full-time Number	Faculty Part-time Number	Total FTE	Clerical FTE	Service and Support FTE
Indiana State University						
Evansville	5.0	27	29	34.5	14.1	4.5
Indiana University						
Fort Wayne	16.2	73	79	93.5	30.0	2.0⁺
Indianapolis*	22.6	51	168	121.5	53.6	20.5
Kokomo	10.0	22	60	43.2	20.0	10.0
Northwest	18.2	69	104	107.4	12.0	36.0
South Bend	16.5	67	92	99.4	25.0	17.0
Southeastern	4.1	31	83	55.1	16.5	6.0
Purdue University						
Calumet	23.2	1	217	162.7	41.7	32.1
Fort Wayne	17.0	5	164	125.7	34.4	41.3⁺
Indianapolis	18.6	0	302	163.0	38.3	34.1
North Central	14.0	12	46	41.2	11.5	18.3
TOTAL	165.4	358	1,344	1,047.2	297.1	221.8

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*Figures for this campus do not include the medical center professional schools.

⁺Indiana and Purdue Universities jointly operate the Fort Wayne regional campus.

VI. VOCATIONAL AND TECHNICAL EDUCATION

An investigation of vocational and technical training resources in Indiana has been undertaken to appraise the current status of higher education facilities utilized for such training. The data received from each source comprise a description of the programs offered and the number of students enrolled during the academic year 1966-67 or at the beginning of the academic year 1967-68. All of the programs discussed are either for postsecondary students or adults, with less than baccalaureate training in vocational-technical education. "Postsecondary" is distinguished from "adult" in that it refers to full-time day students, while "adult" refers to part-time, evening students. The programs concerned in this study are nondegree programs. Although their successful completion might entail the awarding of an associate degree, a certificate of completion, or even a transferral of credit, the purpose of the programs is providing terminal training for specific occupations.

Wide divergences appear in the nature and characteristics of the various educational institutions providing vocational and technical training in Indiana; they vary from small institutions providing informal training "in the home" to comprehensive university technical centers. In-the-home instruction and on-the-job training, which are not part of an apprenticeship program, were not investigated. In addition, correspondence schools were not included in the study. Also excluded are programs offered by some companies (to customers) that involve training in the operation of the vendor's product--for example, occupational training in electronic data processing as a part of the product offer. These programs are not included because they do not have open enrollment and usually provide training to persons already employed.

Classifying the various programs is difficult because differences can exist between the institutions that fund the programs and the ones that actually implement the programs. It is not uncommon for one institution to financially support a program that utilizes the facilities of a second institution. If such distinctions are not mentioned, the programs are usually classified in a manner that greatly distorts the appraisal of the total resources. In order to eliminate such distortion of the programs, the following classification was used in this study: (1) adult evening programs; (2) programs associated with specific institutions; (3) public agency programs; (4) Indiana Vocational and Technical College; and (5) private training institutions. By using this classification, a distinction can be made by referring to the institutional arrangements in Indiana as channels for the distribution of funds for training programs, as organizations for the implementation of programs, or as both.

The adult evening programs utilize public school facilities. In one sense, the facilities are "owned" locally since much of the capital investment and operating costs is financed locally. State offices also play a role in financing these programs. Historically, the Indiana Department of Public Instruction (DPI) has been the channel for state and federal funds designated for local use. Federal funds, however, may also be channeled to the local organizations through the state office of Manpower and Development Training (MDTA). It is important to realize that the adult evening programs are financially linked to (1) local sources of funds; (2) state and federal funds through the DPI; and (3) federal funds through the State Office of Manpower Development and Training. These interrelationships can lead to double counting when taking an inventory of vocational and technical education facilities. For example, an inventory of MDTA programs would make reference to the same facilities that an inventory of trade extension programs would. Clearly, this confusion must be avoided if an accurate appraisal of the current status of vocational-technical education is to be made.

A second category of resources concerns the facilities associated with the public and private colleges and universities throughout the state. These facilities are used primarily to conduct programs that are uniquely associated administratively and financially with the colleges and universities. In other words, these facilities are wholly utilized by college and university programs and are not shared with other programs. There are some exceptions to this generalization that are pointed out in the more detailed description that follows.

A third category of resources is made up of facilities, both publicly and privately owned, that are used in programs funded by and associated with public agencies. Good examples are the health career programs. Most of the facilities utilized in these offerings are privately owned (hospitals) but are used on a contractual basis in conjunction with public health programs.

The fourth category is made up of facilities that are owned and/or operated by the Indiana Vocational and Technical College. The purpose of this organization is to own and operate facilities to be used exclusively for vocational-technical education at the postsecondary and adult levels. While this category is not extensive at the present time, in the future it may represent a large part of the vocational-technical training facilities in Indiana.

The private training institutions category includes the familiar barber schools, beauty culture schools, and the business and data processing schools. In Indiana there are over 100 private training institutions that vary widely in size and quality. Since these sources are financed and operated by private enterprise, their program offerings represent a unique source of training.

ADULT EVENING PROGRAMS

The State Department of Public Instruction, through the Division of Vocational Education, has historically provided secondary, postsecondary, and adult training by utilizing public school facilities and equipment. Training classes of various programs have been conducted in these facilities. Seven major occupational branches are organized in this division to provide vocational and technical training to secondary, postsecondary, adult, and special students. To expand the scarce postsecondary offerings of the State Department of Public Instruction, Indiana Vocational Technical College (IVTC) was established. Presently, almost all postsecondary programs are offered by the colleges and universities throughout the state. Adult programs are, for the most part, provided by the Division of Vocational Education and utilize the public school facilities (the principal exception is the Weir Cook Vocational School, which is funded by MDTA and operated by IVTC).

Manpower Development Training Act programs exist for the training and retraining of unemployed or underemployed persons. All funds for MDTA programs are provided by the federal government and are administered by the public schools. Through May of fiscal 1967, ten MDTA programs were operating in Indiana under the authority of the State Department of Public Instruction, and one at the Indiana Vocational School (Weir Cook) was under the operating authority of IVTC. Since their inception, MDTA programs have fully trained 1,495 persons in various occupations.

Although training emphasis under MDTA has been on institutional programs, the number of on-the-job training (O-J-T) programs will increase in the future. The Manpower Development and Training Act of 1962, as amended by the Manpower Act of 1965, provides for O-J-T programs.

In addition, programs approved by the Bureau of Apprenticeship and Training currently provide training for approximately 5,000 workers in Indiana. As part of the U. S. Department of Labor's Manpower Administration, the bureau stimulates and assists industry in the development, expansion, and improvement of apprenticeship and training programs. Apprenticeship is usually distinguished from other O-J-T programs by the greater length of the training period and by the formality of the arrangement. These programs combine on-the-job training with related instruction in the theoretical aspects of the trade. The facilities of the public schools' vocational departments are utilized for their classroom training in apprenticeship.

PROGRAMS ASSOCIATED WITH SPECIFIC INSTITUTIONS

Although the institutions of higher education in Indiana are concerned primarily with preparing students for baccalaureate degrees, several have substantial enrollments in programs below the baccalaureate level. The four state universities have assumed an educational role that extends beyond the offering of undergraduate and graduate resident programs. Vocational and technical programs offered at the regional campuses of the state universities have been directed primarily toward making higher education available to all Indiana citizens. Most programs offered by the public and private colleges and universities are exclusively postsecondary programs as can be seen by the following discussion of the programs provided at individual schools.

Purdue University. Purdue University has created a separate division within the school that is concerned entirely with providing less-than-four-year, vocational-technical training programs. At Purdue this division is organized as one of nine schools of the university. Called the School of Technology, this division is responsible for all curricula leading to the associate degree. Since 1966 students who are graduates of associate degree programs can continue their education for two additional years to obtain a Bachelor of Science in Technology. In addition to the associate degree programs, the School of Technology offers certificate programs in air conditioning, heating and refrigeration, practical industrial instrumentation, professional foremanship, and practical nursing.

The following list of programs is offered at all Purdue campuses; the enrollment in such courses totals 2,675. With very few exceptions, all of the facilities and equipment utilized in these programs are owned and operated by Purdue.

Aviation technology
Architectural technology
Computer technology
Civil engineering technology
Mechanical engineering technology
Industrial engineering technology
Metallurgical engineering technology
Chemical technology
Foundry technology
Industrial illustration technology
Nursing and practical nursing
Mental health technology
Food service technology

Indiana University. A university-sponsored vocational and technical education program is offered by Indiana University under the auspices of the Division of General and Technical Studies. Since the founding of the division in June, 1965, support has come directly from university sources on a sustaining basis. The enrollment in the business technology program totaled 375 students for the academic year 1967-68. The enrollment was further divided into these areas of concentration: accounting, marketing and distribution, data processing, operations supervision, and office technology. Two allied health sciences programs teach 98 students in radiologic technology. In addition, two special credit courses in computer technology are offered to 60 students. In total, Indiana University trains 533 students for specific vocations through its Division of General and Technical Studies.

Ball State University. Ball State University provides two certificate programs. Two-year secretarial training, offered through the college of business, has approximately 275 students enrolled; printing technology, offered through the Industrial Arts Department, has approximately 20 students. In addition, the university's office of extended services provides noncredit adult education programs to approximately 600 persons a year.

Indiana State University. Indiana State University has a two-year non-degree program in food management offered by the Department of Home Economics. It also has an accredited program for dental hygienists.

Vincennes University. During 1967, 981 students were enrolled in the Career Division of Vincennes University which encompasses vocational-technical programs. Offering training in 14 areas, Vincennes University awards a degree of associate of arts and/or associate of science to students completing the following two-year programs:

Data processing
Secretarial, clerical, and office management
Drafting technology
Extended service
Associate degree nursing
Licensed practical nursing
Aviation mechanics
Automotive mechanics
Machine trades technology
Electronic technology
General aviation flight technology
Journalism
Graphic reproduction
Food service management

Butler University. Butler University offers two certificate programs: a two-year home economics program and a two-year secretarial science program. These programs have in the past trained only about 15 students per year.

Earlham College. Earlham College cooperates with Indiana University and Purdue University in offering certificate programs in accounting, management and administration, and mechanical engineering technology. Courses in interior decorating, English, mathematics, and developmental reading are offered without credit, and a preretirement series in antiques and furniture refinishing is sponsored without credit.

Fort Wayne Art School. Two programs are offered at this school. In the fall of 1966, 39 students were enrolled in commercial art, and 13 students were enrolled in the painting and print-making program.

Goshen College. Goshen College offers a nursing program in cooperation with Elkhart General Hope Hospital and Norman M. Beatty Memorial Hospital.

Herron School of Art. Herron School of Art provides education in the visual arts. The school has both four-year, full-time and three-year, part-time commercial art programs. Approximately 100 students are enrolled in the four-year program and 15 students in the three-year program.

Huntington College. Huntington College enrolls about 13 students in a two-year secretarial program.

Indiana Central College. Several two-year programs that provide students with career training at the postsecondary level are offered at Indiana Central College. In addition, the University of Chicago operates an industrial relations center at the college, which provides adult evening programs in business administration and secretarial science.

Manchester College. Manchester College has a two-year program in secretarial training.

Tri-State College. Tri-State College provides 12-month certificate courses in drafting and design.

University of Evansville. This university provides vocational-technical education through its community college division. The college offers an associate degree in the following subjects: commerical computer technology, scientific computer technology, accounting technology, management technology, chemical technology, mechanical engineering technology, and secretarial technology. The programs are almost exclusively adult evening programs, and the enrollment is approximately 100 persons.

PUBLIC AGENCY PROGRAMS

The programs of public agencies utilize facilities that normally offer services other than training or teaching. For example, professional nurse's training is provided through diploma programs operated by hospitals. There were 12 programs in 1967 providing training for about 1,500 students. The academic training required for the diploma programs is offered through cooperative programs with universities. Hospitals and clinics also provide specialized training for a number of allied health careers. Eighteen hospitals throughout the state conduct accredited X-ray technology programs.

Other health career programs include the following hospitals or clinics. Clinic Hospital, located in Bluffton, offers an accredited program for certification as a laboratory assistant, which has an estimated capacity of about 10 students. South Bend Medical Foundation offers an accredited program in cytotechnology, with an estimated capacity for about five students. In addition, the Terre Haute School for Laboratory Assistants offers a program for certification of laboratory assistants and has an estimated capacity for fewer than 10 students. Thorton-Haymond-Costin Medical Laboratories, located in Indianapolis, also offers a program for certification of laboratory assistants with an estimated capacity of about 10 students.

INDIANA VOCATIONAL TECHNICAL COLLEGE

Indiana Vocational Technical College is a newly created agency of the state government, and it has the responsibility of vocational education at the postsecondary and adult levels. At the present time, IVTC does not fund or direct all of the programs at the postsecondary and adult levels. IVTC created the following programs during the period July 1, 1967 to June 30, 1968.

Kokomo. IVTC has a funding contract with the Indiana University Center in Kokomo for a practical industrial electronics course. No college credit is granted for this program, which runs for four semesters. It consists of six instructional hours per week, meeting in the evenings. The students in this program are fully employed individuals who take additional training to upgrade their skills. This program started in the fall, 1967, with 35 students.

Lafayette. Beginning in the fall, 1968, IVTC will assist in the funding of the St. Elizabeth Hospital programs, which train operating room technicians. These programs have been in operation for 16 years and enroll 20 full-time students.

Another program in Lafayette, operated in cooperation with Purdue University, is a part-time evening program in hydraulics. This program, which began in the fall of 1967, runs for about one year and has an enrollment of 21.

Indianapolis. The Mallory Technical Institute, a division of IVTC, is operated by the Indianapolis Public School Board. In the fall of 1967 this institute had an enrollment of 1,476. IVTC students made up 1,113 of the enrollment: 117 were in postsecondary full-time programs and 1,016 were in adult part-time programs. The present training facility at Mallory is one of the facilities designated as a regional school. Thirteen such facilities are to be built and operated by IVTC in the future. Courses vary in length, but in most major categories of training the duration is two years. Courses are offered in the following categories:

Air-conditioning service
Appliance repair-large
Appliance repair-small
Asbestos worker-apprentice training
Automatic transmission service
Bricklaying-apprentice
Carpentry-apprentice
Carpentry and millwork
Custodial service
Furniture refinishing and antiquing
Introduction to electronic data processing
Computer technology
Tab equipment operator training
Drafting technology
Electronic technology
Medical assistant technology
Oil burner service
Residential heating and air conditioning
Outboard motor service
Painting and decorating-apprentice
Plumbing-apprentice
Production art
Sheet metal-apprentice
Steamfitters
Small gas engines
Upholstering
Welding-arc
Welding-acetylene
Welding-heli-arc

In addition, Weir Cook Vocational School is funded by MDTA and operated by IVTC. The January, 1968 enrollment at Weir Cook was 330 adult students.

Southeastern Indiana. The Southeastern Area Vocational School is an area vocational school operated by 13 public school districts in southeastern Indiana. Its enrollment includes 380 half-day high school vocational students. In addition, the school is receiving funds from IVTC for training 137 full-time postsecondary students and 385 adult part-time students. Thirty-two areas of instruction are offered by the school.

PRIVATE TRAINING INSTITUTIONS

Within Indiana, private training institutions offer occupational training programs of varying lengths of time. Such programs are offered in barbering, beauty culture, business and data processing, technical institutes and electronics, health careers training, and others. A total of 120 schools train 13,814 students.

The barber colleges in Indiana train students to enter barber apprenticeship. The Indiana Barber License Law requires that the courses not last less than 1,500 hours and that the students receive a certificate of registration to practice after they achieve a satisfactory score on an examination conducted by the state board. The beauty schools are also regulated by law, with the Beauty Culturist Codes. The laws require a course of primary instruction of not less than 1,000 hours, and a certificate of registration to practice is issued upon achievement of a satisfactory score on an examination conducted by the State Board of Beauty Culture Examiners.

Business and business machines schools generally offer training in the areas of general business, accounting, secretarial practice, business machines operations, keypunching, and data processing. The technical institutes and electronics schools offer courses in automotive mechanics, architectural engineering, computer electronics, drafting, tool and die design, electronics engineering, and industrial electronics technology.

The three health career training schools concentrate on preparing medical and dental assistants. Specialization is also available in the health field in areas of medical laboratory technology, X-ray technology, medical secretarial work, and dental nursing. Other private institutions offer technical training in mortuary science, chiropractic medicine, and heavy machine and equipment operation.

The present vocational and technical training facilities in Indiana offer a wide variety of educational programs designed to prepare post-secondary and adult students for specific occupations. Even though enrollment information was not collected from all existing vocational-technical training centers in Indiana, approximately 51,190 persons were enrolled in the reporting programs between September, 1966, and September, 1967.

Table 39 VOCATIONAL EDUCATION ENROLLMENT, 1966-67

Area of Training	Level of Training		
	Postsecondary	Adult	Total
Agriculture	--	5,391	5,391
Business and office	373	194	567
Distributive	19	1,046	1,065
Health	253	890	1,143
Home economics	--	3,415	3,415
Technical	564	2,691	3,255
Trade and industrial	--	11,741	11,741
TOTAL	1,209	25,368	26,577

Table 40 ENROLLMENT OF MDTA PROGRAMS BY LOCATIONS AND OCCUPATIONS*
(May, 1967)

Occupation	Bedford	Bloomington	Evansville	Gary	Indianapolis	Kokomo	Michigan City	Muncie	New Albany	South Bend	Vincennes	Total
Assembler, solderer					9							9
Auto body repairman				10	11							21
Auto mechanic				13	44					16		73
Basic education and pre-vocational training				76	18							94
Bookkeeper			19									19
Cabinetmaker					14							14
Certified laboratory assistant							10					10
Clerk, general office				41*	24							65
Clerk-stenographer			21	16								37
Clerk-typist				21	42					17		80
Cook					8					14		22
Cosmetologist					20							20
Diesel mechanic					17							17
Electric and gas appliance				10	18							28
Evaluation and motivation			6									6
Heating and air conditioning					26					16		42
Psychiatric aide					3							3
Maching operator, general			34		31			15		14		94
Maintenance man, building										15		15
Mechanical draftsman					11							11
Nurse aide	19				27					18		64
Licensed practical nurse		29				23			34	13	14	113
Programmer, business										20		20
Salesclerk				32+								32
Salesperson				25								25
Service station attendant				2								2
Tailor, seamstress			18		15							33
Upholsterer					13							13
Welder, combination			16	45	17			36		9		123
TOTAL	19	29	114	291	368	23	10	51	34	152	14	1,105

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*Based on enrollment and attendance reports submitted weekly by each MDTA training agency.

+Includes Neighborhood Youth Corp enrollees.

Table 41 ENROLLMENT IN PUBLIC AGENCY PROGRAMS

DIPLOMA PROGRAMS

School and Location	1965 Enrollment
Protestant Deaconess Hospital (Evansville)	186
St. Mary's Hospital (Evansville)	96
Luthern Hospital (Fort Wayne)	155
Parkview-Methodist Hospital (Fort Wayne)	183
St. Joseph's Hospital (Fort Wayne)	111
St. Mary Mercy Hospital (Gary)	55
Marion County General Hospital (Indianapolis)	175
St. Vincent's Hospital (Lafayette)	132
St. Elizabeth Hospital (Muncie)	123
Holy Cross Hospital (South Bend)	257
Memorial Hospital (South Bend)	139
St. Anthony Hospital (Terre Haute)	69
TOTAL	1,585

ALLIED HEALTH CAREER PROGRAMS

School and Location	1965 Enrollment
Ball Memorial Hospital (Muncie)	16
Elkhart General Hospital (Elkhart)	20
Good Samaritan Hospital (Vincennes)	10
Lutheran Hospital (Fort Wayne)	12
Memorial Hospital (South Bend)	12
Methodist Hospital (Indianapolis)	30
Methodist Hospital (Gary)	14
Parkview Methodist Hospital (Fort Wayne)	25
Porter Memorial Hospital (Valparaiso)	14
Protestant Deaconess Hospital (Evansville)	16
Reid Memorial Hospital (Richmond)	16
St. Anthony Hospital (Terre Haute)	8
St. Catherine Hospital (East Chicago)	20
St. Joseph's Hospital (Fort Wayne)	15
St. Margaret Hospital (Hammond)	12
St. Mary's Hospital (Evansville)	8
St. Vincent's Hospital (Indianapolis)	6
Welborn Memorial Baptist Hospital (Evansville)	14
TOTAL	268

Table 42 ENROLLMENT IN PRIVATE TRAINING INSTITUTIONS

Occupational Area	Number of Schools	Number of Students
Barbering	5	280
Beauty culture	71	2,000
Business and data processing	30	7,802
Technical institutes and electronics	8	2,767
Health career training	3	707
Others	3	258
TOTAL	120	13,814

APPENDIX A

PROFILES OF THE PARTICIPATING INSTITUTIONS

ANDERSON COLLEGE

Anderson College, a private liberal arts college, was established in 1917 by the Church of God. It is operated by a board of trustees elected by the General Assembly of the Church of God who meet annually at Anderson. The 20 trustees are elected for five-year terms, with four memberships expiring each year. In addition, the college is accredited by the North Central Association, the National Council for the Accreditation of Teacher Education, and the Indiana State Department of Education in both its elementary and secondary teacher education programs.

The campus, occupying 60 acres of land, is 40 miles northeast of Indianapolis. Forty-five acres are now being developed in accordance with a long-range expansion program. Among the newer campus buildings are a student union, a science building, a gymnasium, and a school of theology building. The Charles E. Wilson Library was completed in 1957, and it includes reading, periodical, and seminar rooms; a curriculum laboratory; offices; workrooms; and conference facilities. Approximately 70,000 volumes are housed in open stacks, and other holdings include over 565 subscriptions to periodicals and current government publications.

Anderson is widely known in religious circles as the headquarters of the Church of God. Offices of the Board of Foreign Missions, the Board of Church Extension and Home Missions, the Board of Pensions, the Christian Brotherhood Hour, the Board of Christian Education, and the Executive Council are located near the campus.

The enrollment at the college was 1,530 at the beginning of the 1967-68 school year. A total of about 826 resident students can be accommodated in campus residence facilities. There are, in addition, about 130 apartments for married students.

Course offerings have been planned for meeting objectives of liberal education within a framework of vocational purposes. The curricular structure is organized into five divisional groupings: Division of the Humanities, Division of the Social Sciences, Division of the Sciences, Division of Religion, and Division of Music. The School of Theology, a coordinate division of Anderson College, functions as a graduate-level school covering the general field of theological training and offering a Bachelor of Divinity degree. With the exception of the Bachelor of Divinity degree offered by the School of Theology, the college offers only the Bachelor of Arts degree. The Bachelor of Arts may be granted with the following majors: art, Bible, religion, biology, accounting, business administration, economics, chemistry, Christian education, education, English, speech, French, German, Spanish, history, political science, mathematics, physics, music (cultural), sacred music, music education, philosophy, psychology, physical education, sociology, and social work.

BALL STATE UNIVERSITY

Ball State University traces its historical tradition back to the founding of Eastern Indiana Normal University, a private institution, in 1898 in Muncie, Indiana. Ball State became a state institution in 1918. Throughout its evolutionary development from Ball State Teachers College in 1929 to Ball State University in 1965, the institution experienced steady, rapid growth. While making the transition from a teachers college to a state university, the university has progressed in many ways, such as in the breadth of its academic offerings, service programs, and research objectives.

Enrollment has nearly tripled in the last ten years, reaching a fall, 1967, total of 14,124. Of this number, about 2,600 students are enrolled in graduate-level programs. The library collection, including bound periodicals, numbers approximately 300,000 volumes and increases on an average of 21,000 volumes per year. The university is organized academically, under the vice-president for instructional affairs and dean of faculties, into five colleges: the College of Architecture and Planning, the College of Business, the College of Fine and Applied Arts, the College of Sciences and Humanities, and the Teacher's College. It is accredited by the State Board of Education of Indiana, the North Central Association of Colleges and Secondary Schools, and the National Council for Accreditation of Teacher Education.

At the undergraduate level, Ball State offers the following curricula: preparation of elementary teachers, secondary teachers, core teachers, social workers, manual arts therapists, dietitions, and boy's club personnel; arts and sciences curriculum; curriculum in general arts; professional nursing curriculum; and curriculum in business administration. In addition to these programs, Ball State offers the following preparatory programs: two-year secretarial, two-year printing technology, two-year general arts curriculum, four-year premedical curriculum, four-year prelaw curriculum, three-year predental curriculum, and a three-year preengineering curriculum. The baccalaureate degrees offered are as follows: Bachelor of Arts in Education, Bachelor of Science in Education, Bachelor of Arts, and Bachelor of Science. A comprehensive program for subject-matter majors has been developed at the undergraduate level.

At the graduate level the university offers the degrees of Master of Arts in Education, Master of Music, Master of Arts, Master of Science, Specialist in Education, Doctor of Education, and Doctor of Philosophy.

BETHEL COLLEGE

Bethel College was founded in 1947 by the United Missionary Church to provide educational opportunities for the youth of the church and qualified youth of other denominations. The theological position of the United Missionary Church has been identified as Wesleyan-American.

The 66-acre campus is located in Mishawaka, Indiana, adjacent to South Bend. Most of the buildings have been erected on the original 40-acre site. The library is located in the administration building and has shelf space for more than 25,000 volumes and 300 periodicals.

Bethel has been a candidate for membership in the North Central Association since Mar. 30, 1966. It is accredited on an annual basis by the State Department of Education for the training of elementary and secondary teachers.

The fall, 1967 enrollment of the college was 479 students. Since 1957 Bethel College has expanded its academic program in response to an enrollment increase of more than one-third. Majors leading to the Bachelor of Arts degree are Biblical literature, Christian education, elementary education, English, history, missions, music, pastoral theology, and science. In addition to the regular two semesters, Bethel offers two summer sessions of five weeks each.

The curriculum is organized into the following divisions: Division of Education, Psychology, and Physical Education; Division of Fine Arts; Division of Language and Literature; Division of Natural Science; Division of Religion and Philosophy; and the Division of Social Science. All students must complete the general studies sequence regardless of their major interest.

BUTLER UNIVERSITY

Butler is an independent, nonsectarian university located in a residential suburban section of Indianapolis. Established in 1847, Butler has experienced rather steady growth in both comprehensiveness of programs and enrollment, especially during the last decade. The fall, 1967 enrollment totaled 1,334 graduate and approximately 4,200 undergraduate students.

Situated on a sprawling 300-acre campus, the university has expanded from its main campus core of 12 buildings and has planned even more expansion. The library acquisitions have nearly doubled in 10 years, reaching a capacity of approximately 300,000 volumes and about 600 current periodicals.

The university calendar is organized on a semester basis with one summer session. It is accredited by the North Central Association, the Indiana State Department of Education, the National Council on Accreditation for Teacher Education, the National Council on Pharmaceutical Education, and it is certified by the American Society in Professional Training.

A division covering the first two years of the four-year undergraduate program, the University College, is the largest curricular structure. Student specialization generally comes in the last two years for students in the following colleges: Education, Business Administration, Pharmacy, Music, or Liberal Arts and Science. Undergraduates pursue the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music. The following majors have been established: accounting, anthropology, archaeology, bacteriology, Bible, botany, business administration, chemistry,

classics, education, dramatic arts (dance, drama), economics, elementary education, English, finance, fine arts, geography, government, history, home economics, insurance, journalism, language and area studies, literature, library science, management, marketing, mathematics, music, music education, pharmacy, philosophy, physics, psychology, religion, romance languages, Russian, secondary education, secretarial science, social work, sociology, special education, speech, and zoology. In addition, Butler offers preparatory and special curricula in: premedicine, predentistry, prepharmacy, prenursing, premedical technology, preoptometry, prelaw, preforestry, predietetics, and preseminary.

CHRISTIAN THEOLOGICAL SEMINARY

Chartered in 1950 by the Christian Church, Christian Theological Seminary adjoins Butler University and is situated on a 36-acre site in Indianapolis. It is an accredited member of the American Association of Theological Schools.

Seminary students attend classes in newly constructed buildings that temporarily house the library and chapel. The remainder of the academic complex, including specialized teaching centers, chapel, music rooms, and a library with capacity for some 200,000 volumes, is scheduled for completion by the 1970's.

Library holdings presently number more than 70,000 volumes, with some 525 periodicals from Europe, Asia, and the United States. The constant, planned addition of library resources accounts for the development of an outstanding seminary reference collection. By reciprocal arrangement with Butler University, students at Christian Theological Seminary have access to another growing library collection.

The seminary has gradually enrolled more students over the past ten years, compiling a fall, 1967 enrollment of 255. The following degree programs are available for college graduates seeking professional preparation for Christian ministry or for those pursuing advanced studies in religion: Master of Arts in Religion, Master of Divinity, Master of Religious Education, Master of Sacred Music, Master of Sacred Theology, and Master of Theology. In addition, Master of Arts and Master of Science degree programs have been developed with Butler's Division of Graduate Instruction. The Master of Arts may be taken with a major in Semitics, New Testament, theology, philosophy of religion and Christian ethics, church history, history of religion and missions, or personality theory and religion. The Master of Science may be taken with a major in either Christian ministries or church research and planning.

DEPAUW UNIVERSITY

Founded in 1837 as Asbury College, the name of the institution was changed in 1884 to DePauw University in recognition of a large bequest from the Washington C. DePauw family. It is a Methodist affiliated liberal arts institution that is organized into Asbury College of Liberal Arts, the School of Music, and the School of Nursing. The faculty of almost 200 teaching members serves the needs of approximately 2,400 students.

The university is located in Greencastle, Indiana, a city of approximately 8,500 inhabitants situated 40 miles west of Indianapolis. The 82-acre campus has 33 buildings that house students, classrooms, offices, activities, and library facilities. The Roy O. West Library contains 173,000 volumes plus more than 800 periodicals and journals. As a partial depository for federal government publications, the library contains 174,000 documents.

DePauw is accredited by the North Central Association, the University Senate of the Methodist Church, the American Association of University Women, the State Board of Education of Indiana, the American Chemical Society, the National Council for the Accreditation of Teacher Education, the National Association of Schools of Music, and the Indiana State Board of Nurses' Registration and Nursing Education. The undergraduate degrees conferred by DePauw include the Bachelor of Arts, Bachelor of Science, Bachelor of Science in Nursing, and the Bachelor of Music. Graduate degree programs lead to the Master of Arts, Master of Arts in Teaching, and the Master of Music.

Undergraduate majors may be selected from the following fields: studio art, art history, botany, bacteriology, chemistry, Greek, Latin, classical languages, economics, education, composition, English literature, American literature, geology, geography, German, Russian, history, mathematics, applied music, music education, church music, music composition, nursing, philosophy, religion, physical education, physics, political science, psychology, French, Spanish, sociology, anthropology, speech, and zoology. Graduate majors may be pursued in botany, bacteriology, chemistry, classical languages, education, English, geology, German, history, mathematics, music, philosophy, religion, physics, political science, psychology, romance languages, sociology, speech, and zoology.

Preprofessional preparation is offered in dentistry, engineering, law, medical technology, medicine, and ministry. In addition, DePauw offers comprehensive programs designed for students interested in radio and television, public administration, social work, aerospace studies, business training, journalism, and library science.

EARLHAM COLLEGE

In 1847 the Society of Friends founded Earlham, a liberal arts college, which is still affiliated with the society. Earlham is nonsectarian and coeducational and has a current enrollment of 1,820 students. The college is accredited by the National Council for Accreditation of Teacher Education, the Indiana State Board of Education, and the North Central Association.

The campus is located in Richmond, an eastern central Indiana town of 47,000 residents, and has grown rapidly in recent years. The Lilly Library has a capacity for 190,000 volumes and can seat more than half of the student body; close to 850 foreign and domestic periodicals are received regularly. Three special organizations (the Earlham School of Religion, the Eastern Indiana Center of Earlham and Indiana University, and Yokefellow Associates) make additional resources available to students and faculty.

Earlham is primarily a residential college with four-fifths of the students living on campus. Residence halls accommodate more than 500 students, and smaller houses near campus are used as dormitories.

Earlham College grants two degrees: the Bachelor of Arts and the Master of Arts. In addition, the Master of Arts or the Bachelor of Divinity degree may be pursued through the School of Religion. At the undergraduate level students may program a concentration in the following fields of study: family relations, fine arts, art, biology, chemistry, economics, elementary education, secondary education, English, geology, history, French, German, Spanish, mathematics, music, philosophy, physical education, physics, political science, psychology, religion, and sociology.

Graduate study is offered in education, physics, and religion. Preprofessional programs have been developed for students interested in theology, medicine, law, social work, engineering, and business administration.

FORT WAYNE BIBLE COLLEGE

Fort Wayne Bible College is a professional college specializing in preparing students for church vocations. Founded in 1904, the college is owned and controlled by the Missionary Church Association, but operates interdenominationally.

Located in a city of 180,000 residents within 27 acres, the campus consists of six major buildings on the north campus and two buildings on the south campus (four more are planned). The library has a capacity for 60,000 volumes. It now contains 30,000 books, and over 300 periodicals are regularly received.

Enrollment has nearly doubled during the last decade to a total for fall, 1967, of 526 students. The college has received accreditation from the Accrediting Association of Bible Colleges, the Indiana State Department of Public Instruction, and is a candidate for membership in the North Central Association.

The curriculum of Fort Wayne Bible College is divided into two major divisions: Division of Christian Ministries, with departments of Biblical studies, Christian education, missions, and pastoral training; the Division of Arts and Sciences, with departments of communications, music and fine arts, natural and social science, physical education and health, and teacher education. Degrees offered include the Bachelor of Arts, Bachelor of Religious Education, Bachelor of Science, and Bachelor of Music Education.

In addition to the credit courses offered, Fort Wayne Bible College has several faculty members available to teach noncredit courses in its Adult Christian Training School. These courses are offered on campus and in surrounding towns if there is sufficient demand.

FRANKLIN COLLEGE

Founded in 1834, Franklin College is a small, coeducational, residential, liberal arts college affiliated with the American Baptist Convention. The college is located in Franklin, Indiana, 20 miles south of Indianapolis.

Franklin is accredited to offer the Bachelor of Arts degree by the North Central Association and has been approved by the American Association of University Women. The National Council for the Accreditation of Teacher Education accepted the college's programs in elementary and secondary education in 1965.

The enrollment has increased only in recent years, now encompassing a student body of 722. The Liberal Studies Program consists of a series of courses to be taken by all students during the freshman and sophomore years. Completion of this program qualifies students for the advanced studies program that permits specialization within any of the following areas of concentration: art, biology, chemistry, economics, economics and business, English, English-theater, French, German, history, journalism-history, sociology, Spanish, and theatre. A preprofessional program is offered in engineering, law, and medicine. Further, the college cooperates with Indiana University for a combined degree program in medical technology.

The B. F. Hamilton Library was completed in 1964 and contains 63,000 volumes, supplemented by audio-visual materials, government publications, and periodicals. Eight other major campus buildings accommodate classes, laboratories, and physical education facilities.

GOSHEN COLLEGE

Goshen College, established in 1894 by the Mennonite Church, is a college of liberal arts, a Biblical seminary, and a collegiate school of nursing. The 135-acre campus in Goshen, Indiana, 90 miles east of Chicago, has its own church-chapel building that seats 1,100 people.

The college has three large classroom buildings, libraries with 92,250 volumes, seven residence halls, and a college union with an auditorium-gymnasium. Clinical nursing facilities are available at Elkhart General Hospital.

Enrollment at the college has steadily increased over the last decade to a total of 1,263 students. Goshen is accredited by the North Central Association as a four-year liberal arts college. The National Council for Accreditation of Teacher Education and the Indiana State Board of Education accredit programs for preparing elementary and secondary teachers. The seminary at Goshen is accredited by the American Association of Theological Schools, and the Division of Nursing is accredited by the National League of Nursing and the Indiana State Board of Nurses' Registration.

The curriculum is organized into three divisions: liberal arts, education, and nursing. The first leads to the Bachelor of Arts degree; the second, to a Bachelor of Science in Education; and the third, to a Bachelor of Science in Nursing.

Majors may be taken in any of the following areas: art, Bible, biology, chemistry, commerce, economics, elementary education, English, French, German, history, home economics, mathematics, music, natural science, nursing, physical education, physical science, physics, political science, psychology, religion, social science, sociology, Spanish, and speech. In addition, specialized preparatory programs are offered in medical technology, premedicine, social welfare, predietetics, preengineering, and prepharmacy.

GRACE THEOLOGICAL SEMINARY AND GRACE COLLEGE

Grace College is the only undergraduate liberal arts college affiliated with the National Fellowship of Brethren Churches. The college was established in 1948 as a division of Grace Theological Seminary. A full baccalaureate program had been developed by 1954 for the academic training of preministery students and for meeting the needs of other Christian students.

The college and seminary are located in Warsaw, Indiana, 40 miles west of Fort Wayne. The 60-acre campus centers around McClain Hall, which houses the administrative offices for the college and the seminary, the seminary classrooms, and faculty offices for the seminary. The six other campus buildings provide housing and classroom space for the 671 students (enrolled as of the fall of 1967). The new library building will accommodate over 400 students and will have a capacity for 200,000 volumes. Over 325 periodicals are regularly received.

Grace College is accredited on an annual basis by the Indiana State Department of Education. The seminary has been approved by the Indiana State Approval Committee for the education of veterans and by the United States Department of Justice for the training of foreign students.

Grace College offers programs leading to the Bachelor of Arts, the Bachelor of Music in Education, and the Bachelor of Science degree. Bachelor of Arts students may major in Bible, church music, English, general science, Greek, history, mathematics, physical education, or speech; teaching majors may be selected from English, mathematics, vocal music, or social studies. The Bachelor of Science degree is offered for those interested in elementary education and for those who have graduated from an accredited school of nursing. In addition, the seminary offers program degrees through the following divisions: the Standard Theological Division confers the Bachelor of Divinity and a three-year diploma in theology; the Christian Education Division offers programs leading to the Master of Religious Education; and the Post-Graduate Division confers both the Master of Theology and Doctor of Theology degrees.

HANOVER COLLEGE

Hanover College is an independent liberal arts college affiliated with the Presbyterian Church. Having been founded in 1827, the college is the oldest four-year private college in Indiana. The enrollment at Hanover has grown from 750 in 1957 to more than 1,000 in the fall of 1967. Most faculty and students live on the 400-acre campus located in Hanover, Indiana, six miles from Madison on the Ohio River. Dormitories accommodate almost 600 resident students, and five fraternities and four sororities provide housing for another 400 students.

Hanover has been accredited by the North Central Association since 1915 as an institution granting the baccalaureate degree. It is also accredited by the State Board of Education of the State of Indiana and holds memberships in many institutional associations.

The college library has a collection of about 90,000 volumes, 30,000 government documents, and more than 1,000 regularly received periodicals. The present rate of growth of the library collections is approximately 10,000 new volumes annually.

Hanover grants the Bachelor of Arts degree. All students are required to demonstrate their academic competence in each of the following areas: fine arts, foreign languages, Hebrew-Christian thought, history, independent study, literature, mathematics, natural sciences, nonwestern studies, philosophy, physical education, senior requirement (colloquium), social sciences, speech, and writing. In addition to completion of these general courses, students select a major area of study in one of the following fields: art, biology, business administration, chemistry, economics, elementary education, English, French, geology, German, history, human relations, Latin, mathematics, music, philosophy, physical education, physics, political science, psychology, Russian, sociology, Spanish, speech and drama, or theology.

HERRON SCHOOL OF ART

Herron is one of the oldest schools in the United States dedicated to education in the visual arts. Founded in 1878, the school became an Indianapolis affiliate of Indiana University in 1967.

The enrollment and breadth of programs have expanded steadily during the past decade. Over 400 students were enrolled in degree programs for the 1966-67 school year. Herron is accredited by the Indiana State Department of Public Instruction for the training of teachers of art; in addition, credits are recognized by the American Association of Collegiate Registrars and Admissions Officers.

Degree programs are offered for those interested in pursuing the Bachelor of Art Education or the Bachelor of Fine Arts degree. Twenty-four teaching faculty members and a number of guest artists comprise the instructional staff at Herron.

Enrollment is limited to a select number of applicants whose high school records, portfolios, motivation, and promise indicate that they will obtain the greatest benefit from the Herron School of Art. The education of creative artists at Herron centers in the studio, and complementing these studio courses are the school's background offerings in art history and general education. The general academic requirements include courses in English composition, the humanities, the social and behavioral sciences, and the natural sciences. Courses in the following major areas are available to the students: painting, printmaking, sculpture, visual communication, illustration, and art education.

HUNTINGTON COLLEGE

Huntington College was established in 1897 as a coeducational liberal arts college and is operated by the Church of the United Brethren in Christ. Located in Huntington, Indiana, the college is only 25 miles from Fort Wayne.

The college is accredited by the North Central Association to offer baccalaureate degrees. Its library contains more than 33,000 volumes and receives over 250 periodicals regularly. The campus covers 75 acres, and residence halls have been provided to accommodate more than 200 students on campus.

Approximately half of the students at Huntington College live on campus. There are no social fraternities or sororities, but there are many other types of social groups and student activities. In 1957 the enrollment was 283 students; as of the fall of 1967, 490 students were enrolled in degree programs. Huntington is organized on the semester system, and a summer session is available.

The college confers the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Divinity, and Bachelor of Theology. The Indiana State Department of Education has accredited Huntington's teacher education programs in elementary and secondary education. Students may select academic majors from the following: Bible, biology, economics, business administration, chemistry, English, history, mathematics, medical technology, music, philosophy, psychology, physics, romance languages, religious education, sociology, and theology.

INDIANA CENTRAL COLLEGE

Indiana Central College was founded in 1902 by the Church of the United Brethren in Christ as a coeducational college of liberal arts. It is located in Indianapolis, just five miles south of the center of the city. During the past decade Indiana Central's enrollment has increased from 704 in 1957 to 2,524 by the fall of 1967. The college is accredited by the North Central Association, the National Council for Accreditation of Teacher Education, the National League for Nursing, and the Department of Public Instruction of the State of Indiana.

Instruction is offered in 19 departments: art, Bible and religion, biology, business administration, chemistry, earth science, economics, education, English, foreign languages, health and physical education, history, political science, home economics, music, nursing, psychology, philosophy, physics, mathematics, sociology, and speech and dramatics.

The campus is located on a 60-acre tract of land and includes 11 instructional and residence buildings. The library contains about 40,000 books plus some 4,500 bound periodical volumes. In addition to the college library facilities, students have access to the Indiana State Library, the Teacher's Special Library, and the Indianapolis Public Library.

The curriculum at Indiana Central provides for undergraduate preparation for students contemplating careers in law, medicine, business, music, theology, journalism, library science, art, science, dentistry, and other professions. In affiliation with other institutions, programs of study are offered in law, engineering, and forestry. Those interested in teaching may pursue programs in arts and crafts, biology, business, chemistry, English, French, German, Spanish, health and physical education, history, social studies, mathematics, music, and physics. The college confers the Bachelor of Arts, the Bachelor of Science, the Associate in Arts, and the Associate in Science degrees.

INDIANA INSTITUTE OF TECHNOLOGY

Indiana Institute of Technology, established in 1930, is located in the center of Fort Wayne, Indiana, one of the richest industrial regions in the United States where manufacturers and wholesalers serve 25 million people within a 300-mile radius. The institute has dormitory facilities for 700 students, and there are 10 fraternities. The college provides a health program to the student body that includes both health insurance and the services of the health center. The new McMillen Library, a modern air-conditioned building that has a capacity of 50,000 volumes, presently contains 34,500 volumes. Over 400 periodicals on technical and general subjects are received regularly. Also available for student use is the Public Library of Fort Wayne and Allen County.

In the fall of 1967 Indiana Institute of Technology had an enrollment of 1,118. The institute is on a three-month, quarter calendar. The college is accredited by and is a member of the North Central Association of Colleges and Secondary Schools. It is also a member of the Indiana Conference of Higher Education and the American Council of Education.

The instructional program of the institute is organized into the three divisions of engineering, arts and science, and freshman students. The departments included within these divisions are those of aerospace engineering, chemical engineering, civil engineering, electrical engineering, mechanical engineering, English and speech, modern language, chemistry, mathematics, and physics. The Bachelor of Science is awarded in aerospace engineering, chemical engineering, civil engineering, electrical engineering, mechanical engineering, chemistry, mathematics, and physics.

INDIANA STATE UNIVERSITY

Indiana State University is the natural outgrowth of the Indiana State Normal School, Indiana State Teachers College, and Indiana State College. The Normal School was established in 1865 and opened its doors to students in 1870. The university occupies a general campus area of more than 55 acres in Terre Haute, Indiana, and an additional 10-acre plot in the suburban Allendale section of the city. In addition, a 15-acre site for married students' apartments, a 61-acre science research-recreation area, and a 78-acre site for life sciences research and field study has been secured near the main campus for university utilization. A campus in Evansville, Indiana, was established in 1965 and offers instructional programs for that area.

Growth of Indiana State has followed the patterns of similar institutions. Since 1957 total enrollment has increased from 3,421 to 14,747 for 1967, with 1,122 being graduate students.

Eighteen buildings have been constructed for instructional and administrative purposes. Fourteen residence halls and two married student apartment buildings have been constructed, and two new residence halls are being constructed. The Cunningham Memorial Library contains more than 277,200 books and receives over 2,100 periodicals regularly; as a depository for government publications, the library receives several thousand documents annually.

The College of Arts and Science confers the Bachelor of Arts and Bachelor of Science degrees. Students may elect to major in any of the following: art, chemistry, criminology, economics, English, French, geography, geology, German, history, humanities, Latin, life sciences, mathematics, music, philosophy, physics, political science, psychology, Russian, sociology, and Spanish. In professional and vocational curricula, the college offers programs in medical records librarianship, medical technology, predental hygiene, predentistry, preengineering, prelaw, premedicine, preoptometry, prepharmacy, preseminary, and preveterinary.

Four other schools provide degree programs at Indiana State. The School of Business offers baccalaureate programs with majors in accounting, finance, general business, management, marketing, secretarial administration, business education, and distributive education. Furthermore, the School of Education, as the official teacher education agency of the university, offers undergraduate programs for preparing elementary and secondary school teachers; in addition to a comprehensive offering of academic majors, a student may elect to specialize in one of the following fields: audio-visual communications, journalism, foreign languages, health, physical education and recreation, home economics, industrial education, psychology, school library and audio-visual services, special education, and radio and television. The School of Health, Physical Education, and Recreation offers majors in community health education and service, environmental safety and safety management, sanitary science and environmental health, athletic training, and coaching. The School of Nursing prepares students for professional nurse practice and licensure as a registered nurse.

The School of Graduate Studies administers the programs of advanced study offered in various departments of the university, and graduate work is also offered by several other schools. The Master of Business Administration degree is conferred on those completing the master's program in the School of Business. Students may concentrate in the basic disciplines of accounting, business law, economics, finance, management, marketing, and statistics. The School of Education confers the Master of Science in Education on students completing programs of specialization in elementary education, school administration, and guidance. The Advanced Degree in Education, the Doctor of Education, and the Doctor of Philosophy degrees are also conferred by the Graduate School in certain areas of specialization.

INDIANA UNIVERSITY

Indiana University has grown since its creation in 1820 to its present rank of the twelfth largest university in the nation in terms of full-time enrollment. The enrollment has increased in the last ten years from over 21,000 in 1957 to 47,642 for the fall of 1967. The latter figure includes students enrolled on the main campus, at the Medical Center, and at regional campuses.

The main campus at Bloomington comprises 2,000 acres; the Medical Center campus is located in Indianapolis on an 80-acre tract; and regional campuses and centers are located in East Chicago, Fort Wayne, Gary, Indianapolis, Jeffersonville, Kokomo, Richmond, South Bend, Vincennes, and Columbus. (The regional campuses will be described in separate profiles.)

The main campus libraries at Indiana University rank eleventh in size among university libraries in America. The library system contains more than 4,500,000 items; most have been selected by the faculties of the various departments for both research and instruction.

The university is composed of 12 academic schools and 5 academic divisions, with a faculty of about 2,500. To meet the needs of a diverse student body, 5,000 courses of instruction in more than 100 departments are offered. The graduate divisions offer 36 advanced degrees in 62 areas.

The College of Arts and Sciences consists of 46 departments and interdepartmental programs and confers the degrees of Bachelor of Arts and Bachelor of Science. The Bachelor of Arts degree may be taken in the following fields: anatomy and physiology, anthropology, astronomy, biology, botany, chemistry, classical languages and literatures, comparative literature, dentistry, East Asian language and literatures, economics, English, fine arts, French, Italian, geography, geology, German, government, history, home economics, journalism, linguistics, mathematics, microbiology, music, Near Eastern languages and literatures, optometry, philosophy, physics, police administration, psychology, radio and television, Slavic languages and literatures, social service, sociology, Spanish and Portuguese, speech and theatre, and zoology. The Bachelor of Science may be taken in the following fields: astrophysics, chemistry, dentistry, geology, home economics, optometry, physics, police administration, and radio and television.

The School of Business offers degree programs that lead to the Bachelor of Science in Business, the Master of Business Administration, and the Doctor of Business Administration. Some students seek the joint Doctor of Philosophy degree in economics and business.

The Graduate School offers the following degrees: Master of Arts, Master of Arts for Teachers, Master of Fine Arts, Master of Law, Master of Public Administration, Master of Science, Doctor of Optometry, and Doctor of Philosophy. The advanced degrees are offered in the following areas: American studies, African studies, anthropology, Asian studies, astronomy, astrophysics, biochemistry, biological sciences, chemical physics, classical languages and literatures, earth science, East Asian languages and literatures, economics, education, English, fine arts, folklore, French and Italian, general science, genetics, geography, geology, Germanic languages, government, history, history and philosophy of science, home economics, journalism, Latin American studies, law, letters, library science, linguistics, mass communications, mathematics, pharmacology, physiology, toxicology, music, Near Eastern languages and literatures, optometry, philosophy, physics, physiological optics, radio and television, Russian and East European Institute, Slavic languages and literatures, social service, social studies, sociology, Spanish and Portuguese, speech and theatre, Uralic and Altaic studies, Victorian studies, and West European studies.

The School of Education offers the Bachelor of Science in Education, the Master of Science in Education, the Specialist in Education, and the Doctor of Education degrees. Graduate majors may be taken from the following fields: adult education, audio-visual communications and radio and television, business education, counseling and guidance, curriculum, educational psychology, elementary education, higher education, history and philosophy of education, reading, rehabilitation counseling, research, school administration, secondary education, special education, and vocational education.

The School of Medicine offers advanced instruction in anatomy, anesthesiology, biochemistry, dermatology, medical economics, medical genetics, medicine, microbiology, neurology, obstetrics and gynecology, ophthalmology, orthopedic surgery, otorhinolaryngology and bronchoesophagology, pathology, pediatrics, pharmacology, physiology, preventive medicine, psychiatry, radiology, surgery, and urology.

The School of Health, Physical Education, and Recreation offers undergraduate majors and graduate majors leading to the following degrees: Master of Science in health and safety, physical education, and recreation; director's degree in recreation, physical education, and health and safety, or a doctor's degree in health and safety, physical education, and recreation.

The School of Law awards the Doctor of Jurisprudence degree. One further degree, the Master of Laws, is conferred. The School of Dentistry offers the Bachelor of Science in Dentistry and the Doctor of Dental Science degrees. Graduate level degrees conferred are the Master of Science in dentistry and the Doctor of Philosophy in dentistry.

The School of Music grants the degrees Bachelor of Music, Bachelor of Music Education, Bachelor of Science in Music, Doctor of Music, and Doctor of Music Education. The School of Nursing offers the Bachelor of Science in Nursing, Master of Science in Nursing, and the Associate of Arts in Nursing, and the Division of Optometry confers the Bachelor of Science in Optometry and the Doctor of Optometry degrees. The Division of Allied Health Sciences of the School of Medicine offers the Bachelor of Science and Associate of Science degrees in the fields of medical records, medical technology, occupational therapy, physical therapy, public health dental hygiene, public health education, and public health-environmental health. In addition, other specialized programs are offered by the Graduate Library School, the Graduate School of Social Service, and the Division of General and Technical Studies.

MANCHESTER COLLEGE

Manchester College traces its origin to the Roanoke Classical Seminary founded by the United Brethren Church in Roanoke, Indiana, in 1860. Because of unfavorable location and inadequate accommodations in Roanoke, the seminary was moved to North Manchester in 1889 and became Manchester College. In 1895 the campus was purchased by representatives of the Church of the Brethren.

The college, a coeducational liberal arts college, had an enrollment of 1,483 in the fall of 1967. The campus covers 100 acres and is located on the edge of North Manchester (5,000 population), 35 miles from Fort Wayne. The college has eight academic buildings, five large residence halls, a devotional chapel, and a union. The college library has 517 periodicals and 76,000 volumes. A student health center is also maintained on the campus.

Manchester College is accredited by the North Central Association of Colleges and Secondary Schools, the National Council for Accreditation of Teacher Education, and the Indiana State Department of Public Instruction.

It is on the approved list of the American Association of University Women and holds membership in the Association of American Colleges, the American Council on Education, the Council of Protestant Colleges and Universities, the American Association of Colleges for Teacher Education, and other educational organizations.

The curriculum is divided into prelaw, predentistry, prenursing, premedical technology, pretheology, peace studies, premedicine, cooperatives in agriculture and engineering and preteaching. The major divisions of the college are humanities, natural sciences, social sciences, and practical arts and letters. Under these divisions students can major in art, English, speech and drama, music, French, German, Spanish, modern language, religion and philosophy, economics and business, history, history-political science, peace studies, psychology, sociology, biology, chemistry, mathematics, physics, home economics, and health, physical education, and recreation. Other programs include astronomy, geography and geology, literature, Russian, secretarial training, and teacher education.

MARIAN COLLEGE

Marian College, a private college related to the Roman Catholic Church, was founded by the Sisters of the Third Order Regular of Saint Francis of Oldenburg, Indiana, in 1937. The Sisters of Saint Francis still own and operate this coeducational, liberal arts college. Marian's 114-acre campus is located in a quiet residential area five miles northwest of downtown Indianapolis. In 1965 Marian expanded its campus by purchasing the Park School property that seperated the main campus from the south campus. There are now 11 buildings on campus including a new chapel. The library contains 35,692 volumes and subscribes to 253 periodicals.

Accredited by the North Central Association of Colleges and Secondary Schools and by the Indiana Department of Public Instruction, Marian's total enrollment was 1,067 in 1967 (having almost doubled within the last decade). The faculty is made up of sisters, priests, and laymen. Student hospital care is provided at nearby St. Vincent's Hospital.

Both Bachelor of Arts and Bachelor of Science degrees are offered. Preprofessional courses are available in teaching, social work, law, medicine, dentistry, nursing, medical technology, engineering, home economics, dietetics, journalism, and business. In addition, there are 28 fields of instruction: accounting, art, biology, business administration, chemistry, economics, education, English language and literature, French, German, geography, government, Greek, history, home economics, Latin, mathematics, music, applied music, philosophy, physical education and health, physics, psychology, Russian, sociology, Spanish, speech and theatre, and theology.

MARION COLLEGE

Marion College was organized in 1920 by the Wesleyan Methodist Church of America as a four-year liberal arts college with professional preparation for church service and public school teaching. The college is located in the south part of Marion, an industrial city of approximately 40,000 people located about 65 miles northeast of Indianapolis and 50 miles southwest of Fort Wayne. In the last decade the enrollment of Marion has almost doubled, reaching a total enrollment of 739 students in the fall of 1967.

The main campus consists of several tracts of land totaling about 15 acres. The college has three residence halls, an administration building, gymnasium, a chapel and church, and a student center that includes a health center. Marion's new library, with a capacity of 75,000 volumes, now contains 35,000 volumes. Marion College is accredited by the North Central Association of Colleges and Secondary Schools and the Teacher Training and Licensing Commission of the Indiana State Board of Education and has approval as a four-year senior college for the midwest area of the Wesleyan Methodist Church of America.

Marion College offers courses of study leading to the conferral of the Bachelor of Arts and the Bachelor of Science in Education. On occasion the Bachelor of Theology degree is granted in recognition of a fifth year of undergraduate work in the field of theology. The college is organized into six divisions: Division of Education and Psychology (education, psychology, health, and physical education); Division of Fine Arts (music, art, speech); Division of Modern Languages and Literature (English, French, German, Spanish); Division of Natural Science and Mathematics (biological sciences, chemistry, physics, and mathematics); Division of Religion and Philosophy (Biblical literature, Greek philosophy, and theology); and Division of Social Studies (history, economics, government, geography, and sociology). Academic courses are offered in Christian ministries, English, history, social studies, sociology - social work, economics-business, music, art, speech, pre-engineering, prelaw, premedicine, predentistry, premedical technology, prenursing, science, mathematics, and teaching.

OAKLAND CITY COLLEGE

First efforts to establish what eventually became Oakland City College were put forth by the General Association of General Baptists in 1838, and the college has always been connected with this denomination. The college is located in Oakland City, Indiana, a rural community of approximately 3,500, situated 30 miles north of Evansville.

The campus consists of eight buildings. Among these is a newly constructed library already containing more than 35,000 volumes and 175 periodicals. Oakland has three dormitories with the capacity to house 275 of the 611 students.

Oakland City College is accredited as a degree granting institution by the State Department of Public Instruction of Indiana. The college is also recognized by the United States government to provide training for veterans and for the disbursement of federal funds to qualified students under the National Defense Education Act of 1968 and the Higher Education Act of 1965.

The instructional organization at Oakland consists of six divisions: fine arts, languages and literature, education and psychology, religion and philosophy, natural sciences and mathematics, and social sciences. Majors are offered in the following fields for those who seek the Bachelor of Arts degree: art, Bible, biology, English, history, mathematics, music, and physics. Minors are available in these fields and in chemistry and French. Students completing the requirements for the Bachelor of Science degree may major in art, business, biology, elementary education, English, geography, health and physical education, history, mathematics, music, physics, and religious education.

PURDUE UNIVERSITY

Purdue University, established in 1869, is a publicly supported institution and the land-grant college of Indiana. Throughout its history the university has sought to remain true to the spirit of the Morrill Act, particularly by promoting the agriculture and industry of the state. It has concentrated on technical subjects, while including other scientific and traditional studies. As of 1965 Purdue was the sixteenth largest of all U.S. colleges and universities. As a leader in engineering, Purdue's enrollment of students in that field has been the highest or second highest in the nation for many years. The School of Agriculture is also near the top nationally in the number of baccalaureate and advanced degrees it confers.

In 1957 the university's total enrollment was 15,173 with 2,500 of these students enrolled at the graduate level. However, by the fall of 1967 Purdue enrolled 33,735 students, and of this number 7,207 were graduate students.

The main campus comprises 365 acres situated in West Lafayette, Indiana, approximately 60 miles from Indianapolis. There are also regional campuses located at Hammond, Fort Wayne, Indianapolis, and Westville. Residence halls for men and women accommodate more than 10,000 students living on the West Lafayette campus; over 1,500 married student apartments have been provided. Off-campus residences, cooperatives, and social fraternities and sororities are available to the rest of the student body.

The university libraries offer space for more than 830,000 volumes; major holdings have been developed in the fields of agriculture, sciences, and technology. The university has a long tradition of strong departmental libraries, with 425,000 volumes shelved in various buildings around the campus.

Purdue University is accredited by national, regional, and professional agencies. It is accredited by the North Central Association of Colleges and Secondary Schools, the Engineer's Council for Professional Development, the American Chemical Society, the Society of American Psychological Association, and the American Veterinary Medical Association.

For the completion of the four-year undergraduate plans of study the university awards the degrees of Bachelor of Arts; Bachelor of Science; Bachelor of Science in Aeronautical Engineering, Agriculture, Chemical Engineering, Chemistry, Civil Engineering, Electrical Engineering, Engineering Sciences, Forestry, Industrial Education, Industrial Engineering, Industrial Management, Mechanical Engineering, and Metallurgical Engineering; and Bachelor of Physical Education. For the completion of a five-year undergraduate plan of study the university awards the degree of Bachelor of Science in Pharmacy.

The university offers seven degrees at the graduate level. The Doctor of Philosophy, Master of Agriculture, and the Master of Physical Education are three of the seven. The Master of Arts is conferred for those majoring in American studies, art and design, English, history, modern languages, philosophy, political science, and speech. A major in modern languages, mathematical sciences, or economics may lead to a Master of Arts in Teaching. The Master of Science is awarded upon completion of studies in the following majors: agricultural economics, agronomy, animal sciences, audiology, biochemistry, biological sciences, botany and plant pathology, chemistry, economics, entomology, horticulture, industrial education, mathematics, physical education for women, physics, psychology, sociology, speech, and veterinary science, all programs in the School of Home Economics and in the School of Pharmacy and Pharmaceutical Sciences, and for certain education and engineering programs. In addition, the Master of Science is conferred in these areas that carry professional designations: aeronautical engineering, agricultural engineering, astronautics, chemical engineering, civil engineering, conservation, education, electrical engineering, engineering, engineering sciences, forestry, industrial engineering, industrial administration, mechanical engineering, metallurgical engineering, and nuclear engineering.

For the completion of the six-year plan the university awards the professional degree of Doctor of Veterinary Medicine. The degree of educational specialist is also awarded upon completion of an organized sixth year program in areas specified by Indiana certification requirements.

In addition, the university awards the Associate Degree in Applied Science in recognition of the completion of a two-year undergraduate program in nursing and the following technologies: architectural engineering, aviation electronics, aviation maintenance, chemical and metallurgical engineering, civil engineering, computer, electrical engineering, general flight, industrial engineering, industrial illustration, mechanical engineering, and professional pilot. All associate degree programs are administered by the School of Technology.

ROSE POLYTECHNIC INSTITUTE

Rose Polytechnic Institute is a privately endowed professional college for men that teaches the fundamentals of science and engineering. The institute is located two miles east of Terre Haute, Indiana, a city with a population of 75,000.

The campus is situated on 175 acres of woodland with a lake for educational and recreational activities. Facing the campus lake are three residence halls and the field house that serves as a center for many student activities. The library contains over 50,000 volumes and bound periodicals.

In 1957, Rose Polytechnic enrolled 432 men, and by the fall of 1967 enrollment totaled 970, a steady annual growth of about 10 percent. Slightly more than 50 percent of the student body are Indiana residents. About 40 percent of the students live on campus in residence halls; a sizable percentage live in fraternity houses; and the remainder live in approved off-campus housing facilities or commute from home.

The instructional program emphasizes mathematics, physics, chemistry and the four major branches of study in engineering: chemical, civil, electrical, and mechanical. Although the emphasis is on technical and professional studies, Rose Polytechnic offers a general education program in nontechnical subjects. The institute confers baccalaureate degrees on students majoring in chemical engineering, civil engineering, electrical engineering, mechanical engineering, mathematics, chemistry, and physics. Master's degrees are awarded in civil and electrical engineering.

ST. BENEDICT COLLEGE

St. Benedict College, a Catholic, coeducational, liberal arts college. is an outgrowth of the educational endeavors carried on in southern Indiana since 1867 by the Sisters of St. Benedict. The college shares the buildings and spacious campus at Ferdinand, Indiana, with the Convent and Academy of the Immaculate Conception.

Among some of the buildings of St. Benedict's are the chapel, two new residence halls, and a library containing 30,000 volumes, 10,000 of which are bound periodicals. The enrollment at the college in the fall of 1967 was 278.

St. Benedict College is affiliated with the Catholic University of America and is accredited by the Indiana Board of Public Instruction. The college is engaged in a continuous program toward accreditation by the North Central Association. Membership is held in the Indiana Conference of Higher Education, National Catholic Education Association, National Education Association, National Association of Student Teachers, Association for Higher Education, Council for Advancement of Small Colleges, and Scholarship Association of Indiana Colleges and Universities.

St. Benedict's offers courses leading to a Bachelor of Arts, with majors in art, education, English, French, and history; Bachelor of Science, with a major in elementary education; and Bachelor of Music, with a major in music education. The curriculum of the college is organized into six administrative divisions: Division of Fine Arts (art and music); Division of Education (elementary, secondary, library science, psychology, guidance and counseling); Division of History and Social Sciences (history, government, sociology, business education, home economics); Division of Natural Sciences (biology, chemistry, mathematics, physical science, geography, health and physical education); Division of Languages and Literature (English, French, German, Spanish, speech, and drama); and Division of Philosophy (philosophy and theology).

ST. FRANCIS COLLEGE

St. Francis College is a coeducational Catholic college located in Fort Wayne, Indiana. The college was accredited by the Indiana State Board of Education in 1923 to offer the two-year normal courses leading to the elementary certificate for members of the Franciscan community. In 1937 it evolved into a four-year college for women, opening its doors to lay women in 1939. Since 1959 St. Francis has also admitted men students.

Located in Fort Wayne on the former Boss Estate, the St. Francis College campus covers an area of 60 acres, with a 13-acre lake in the center. Women students living on campus reside in one of two residence halls, and all single men live in approved off-campus housing. Growth of the student body has been prolific, moving from an enrollment of 193 in 1957 to a total student enrollment for the fall of 1967 of 1,721.

The college is accredited by the North Central Association and by the Indiana State Department of Education to grant baccalaureate and master's degrees. St. Francis awards the Bachelor of Arts, the Bachelor of Science, the Bachelor of Science in Education, the Master of Arts in Education, and the Master of Science in Education.

Students completing the necessary requirements for a Bachelor of Arts or Bachelor of Science degree may major in art, biology, business, chemistry, English, French, home economics, mathematics, music, philosophy, psychology, social service, social studies, and Spanish. The college is approved for offering secondary teaching majors in art, biology, business education, chemistry, English, French, Spanish, home economics, mathematics, social service, and social studies.

St. Francis College's graduate programs enrolled 878 students in the fall of 1967. The Graduate School presently offers five specialized programs: elementary education, secondary education, guidance and counseling, reading specialization, and general academic areas. In the academic areas the student may major in art, English, French, music, psychology, science and mathematics, social studies, Spanish, and physical education.

ST. JOSEPH'S COLLEGE

The founding of St. Joseph's College dates back to 1889 when the institution was incorporated under the laws of the State of Indiana. Originally, the college offered high school and junior college level instruction, but in 1925 the college was converted to a minor seminary, admitting only students preparing for the priesthood. In 1936 this Catholic institution began to operate as a four-year senior college. Today St. Joseph's College enrolls 2,500 young men on its two campuses in Rensselaer and Calumet, both in northwestern Indiana. In 1963 the St. Joseph's Calumet campus began offering a full four-year program in most of the same areas of study as offered on the Rensselaer campus. Recently, the college began to include women students.

The Rensselaer campus covers some 130 acres with more than 20 buildings devoted to instructional, administrative, and residential purposes. The library contains over 135,000 books and bound periodicals; it is a depository for government publications and receives 1,400 periodicals regularly. The Calumet campus library now accommodates 50,000 books and periodicals and is a curriculum laboratory for students in the teacher-training program.

St. Joseph's confers the Bachelor of Arts degree with majors in biology, biology-chemistry, chemistry, economics, English, geology, history, mathematics, mathematics-physics, music, philosophy, political science, sociology, speech, and theology. The Bachelor of Science degree is conferred on students completing majors in accounting, finance, management, marketing, education, and physical education. Students completing the curriculum for elementary teachers receive the Bachelor of Science in Education degree.

The Calumet campus offers four-year programs leading to the Bachelor of Arts degree in economics, English, English-journalism, fine arts, journalism-social science, history, liberal arts, mathematics, philosophy, political science, sociology, and speech. The Bachelor of Science degree may be earned in accounting, finance, marketing, management, and medical technology. The Bachelor of Science in Education degree is conferred on students completing the curriculum for the preparation of elementary teachers.

ST. MARY-OF-THE-WOODS COLLEGE

St. Mary-of-the-Woods was founded in 1840 by Mother Theodore Guerin and her five companion Sisters of Providence who came from Ruille-sur-Loir, France, at the request of the Bishop of Vincennes, Indiana. The college became the first Catholic institution to be chartered by Indiana for the higher education of women.

St. Mary-of-the-Woods, conducted by the Sisters of Providence, is located near Terre Haute. Its six college buildings and spacious 90-acre campus of natural woodland and lakes offer an ideal setting for collegiate living and learning. The college library contains 154,000 volumes, 30,000 bound periodicals, and current issues of some 500 periodicals and newspapers. The college has two dormitories with capacity for about 485 women. There are no approved private homes or sororities for the 648 students that were enrolled in the fall of 1967.

The college is accredited by the North Central Association of Colleges and the Indiana State Department of Education. It is also affiliated with the Catholic University of America. The Catholic Art Association (1937) and Delta Mu Theta (1950), a national Catholic music honor society for undergraduates, were founded at St. Mary-of-the-Woods.

The college offers the degrees of Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Home Economics. The Bachelor of Arts degree is available with the following major fields of study: Art, business administration, elementary education, English, French, German, history, journalism, Latin, mathematics, music, philosophy, psychology, science, social science, Spanish, speech and drama. The degree of Bachelor of Science is granted with a concentration in science. The degree of Bachelor of Science in Home Economics is conferred in general home economics, foods and nutrition, and clothing and textiles.

ST. MARY'S COLLEGE

St. Mary's is a Roman Catholic, liberal arts women's college operated by the Sisters of the Holy Cross order. The college occupies a 36-acre central campus and has 288 acres of adjoining gardens, fields, woods, walks, and bridle paths along the St. Joseph River. The campus is located on the western side of Notre Dame, Indiana, near South Bend. The college library contains 70,000 volumes and receives more than 520 periodicals on a regular basis. There are six residence halls accommodating a total of 800 women, and a dining hall seating 550. The enrollment for the fall of 1967 was 1,414 students, 84 of whom were studying at the graduate level.

The college operates on a semester system and offers a six-week summer session. It is an accredited member of the North Central Association and the National Council for Accreditation of Teacher Education.

The college confers the following undergraduate degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, and Bachelor of Music. Masters and doctorates are granted in sacred theology only. Major fields of study include: American studies, Asian studies, African studies, bacteriology, biology, botany, classics, chemistry, comparative education, comparative literature, dramatic arts, economics and business, English, fine arts, geography, government, history, home economics, journalism, language and area studies, literature, mathematics, music, Near and Middle East studies, nursing, philosophy, psychology, physics, romance languages, religious education, Russian, sociology, speech, social work, theology, teacher education, elementary education, secondary education, zoology, political science, and medical technology.

ST. MEINRAD SEMINARY

The history of St. Meinrad Seminary can be traced back to 1857 when the institution began providing secondary level instruction. Beginning in 1861 commercial, classical, philosophical, and theological courses were offered. Fire destroyed the institution in 1887, and when it was rebuilt, its objectives were limited to the preparation of students for the priesthood. The college of liberal arts was incorporated separately under the title of St. Meinrad College in 1959 and received accreditation from the North Central Association in 1961. The total seminary and college enrollments had grown from 206 in 1958 to 427 by the fall of 1967.

St. Meinrad College conducted by the Benedictine Monks, is located at St. Meinrad, Indiana, 50 miles east of Evansville. It is located on a 350-acre campus that includes four buildings devoted to educational purposes and several auxiliary units that contribute to the service of the college. The seminary building serves as an administration building and the third, fourth, and fifth floors contain the 60,000 volume college library.

The academic organization of the college is divided into these divisions: fine arts, history and social sciences, language and literature, mathematics and natural science, and philosophy and religion. Courses of instruction are offered in art, music, economics, education, history, political science, sociology, English, Greek, Latin, French, German, Spanish, speech, biology, chemistry, mathematics, physics, philosophy, and religion.

The School of Theology, as organized in 1890, is also conducted by the Benedictine Monks. Its purpose is to prepare students for the Catholic priesthood. The School of Theology limits enrollment to those already holding Bachelor of Arts or Bachelor of Science degrees. Through the affiliation with the School of Theology of the Catholic University of America, students of St. Meinrad School of Theology may qualify for the degree Bachelor of Sacred Theology.

TAYLOR UNIVERSITY

Taylor University was organized in 1846 in Fort Wayne, Indiana. In 1893 the institution was moved to its present location in Upland, Indiana. The university is a private nonsectarian institution offering training in the liberal arts and education. In the past decade Taylor has more than doubled in size, reaching a present enrollment of 1,281.

The Upland campus of Taylor University consists of approximately 170 acres bordering the south edge of the village. The campus includes 24 buildings for instruction, administrative offices, and student residences. The Ayres-Alumni Memorial Library presently holds 63,380 volumes and regularly receives 510 periodicals. Taylor is accredited by the North Central Association, the State Department of Public Instruction, and the National Council for Accreditation of Teacher Education.

The departments of the university are organized into six divisions: philosophy and religion, education, fine arts, language and literature, natural sciences, and social sciences. Degree programs have been organized that lead to the Bachelor of Arts or the Bachelor of Science in Education. Majors are taken in philosophy-religion, social science, art, biology, botany, zoology, business administration, economics, chemistry, education, English, history, mathematics, French, music education, applied music, church music, philosophy, physical education, physics, political science, psychology, religion, Christian education, sociology, and speech. Taylor offers preprofessional programs in business administration engineering, nursing, medicine, law, theology, and medical technology.

TRI-STATE COLLEGE

Tri-State College was founded as a normal school in 1884 by a group of citizens at Angola, Indiana. Since that time Tri-State's academic offerings have expanded. The college is a private institution that specializes in preparing students for professional careers in engineering and business. Tri-State's enrollment as of the fall of 1967 was 1,859, and plans have been made to increase the enrollment to 2,500 within the next few years.

The 300-acre main campus of the college is centered around the Administration building and contains 19 buildings including the Ford Memorial Library. The library has a shelf capacity for 50,000 volumes and contains a file of more than 10,000 technical publications issued by the National Aeronautics and Space Administration.

Tri-State is accredited by the North Central Association and is authorized to confer degrees by the state legislature of Indiana. The college operates on a quarterly calendar so that by attending summer quarters it is possible for students to complete a four-year program leading to a Bachelor of Science degree in 36 months.

The School of Engineering offers Bachelor of Science degree programs in aeronautical engineering, chemical engineering, civil engineering, electrical engineering, and mechanical engineering. In addition, the School of Business Administration offers programs in accounting, general business management, and transportation; these lead to the Bachelor of Science in Business Administration.

Two-year programs of general studies also provide a variety of educational opportunities in liberal arts and science for students seeking a degree at Tri-State or for those intending to transfer to another school for specialization. The Institute of Drafting and Design offers a one-year certificate program for those students interested in a career in drafting.

UNIVERSITY OF EVANSVILLE

The history of the University of Evansville began with the establishment of Moores Hill College in 1854, which became Evansville College in 1917, when a fire destroyed the main building and forced the college to abandon its original location. The present 74-acre campus is located in a residential area of the city of Evansville in southern Indiana.

The University of Evansville is controlled by a board of 48 trustees; 24 are named by the Methodist Church, 9 by the local Chamber of Commerce, 3 by the Alumni Association, and 12 by the other trustees. The university has been accredited by the North Central Association, the Indiana Department of Public Instruction, the University Senate of the Methodist Church, the National Association of Schools of Music, the National Council for Accreditation of Teacher Education, and the National League for Nursing.

The Clifford Memorial Library, consisting of 67,000 volumes and over 520 current periodicals, serves 5,257 students enrolled at the university as of the fall of 1967. The graduate students, who may seek the Master of Arts and professional certification in teacher education, numbered 352.

Evansville grants these undergraduate degrees: the Bachelor of Arts, Bachelor of Music Education, Bachelor of Science (in business, electrical engineering, mechanical engineering, medical technology, and nursing). In addition, Associate Titles conferred are Associate of Arts (in art, journalism, music, and religion) and Associate of Science (in business administration, office management, and home economics).

The curriculum is organized into the four divisional areas of humanities, science, social science, and interdivisional studies. The humanities division consists of the departments of art, English, foreign languages, music, philosophy and religion, and speech and drama. The science division consists of the departments of aerospace studies, biology, chemistry, engineering, health and physical education, mathematics, nursing, and physics. The division of social science consists of departments of business and economics, education, history and political science, home economics, psychology, and sociology; and the interdivisional organization consists of the integrated courses in general education that are taught by the faculty in fine arts, physical science, and social science. . .

UNIVERSITY OF NOTRE DAME

The University of Notre Dame for men was founded in 1842 by the French religious community known as the Congregation of the Holy Cross. Until 1865 the only courses offered at Notre Dame were the traditional ones in arts and letters. In that year a provision was made for courses in science, and in 1869 a department of law was created. A department of civil engineering was established in 1873. Prior to 1900 several other departments were inaugurated to make the programs of study quite comprehensive for that period.

The university, as organized at present, consists of a graduate school, offering advanced courses in 27 departments; a law school; an undergraduate school of four colleges; and the computing center. The total enrollment of Notre Dame has increased from 6,039 in 1957 to 7,723 in the fall of 1967.

The university's 1,250-acre campus is located north of South Bend, Indiana, 90 miles east of Chicago. Seventy campus buildings are situated on the campus. The Notre Dame Memorial Library, a 13-story structure opened in 1963, has a capacity of 2,000,000 volumes. The present library holdings amount to more than 863,000 volumes, and 7,500 periodicals are received regularly.

The undergraduate school offers programs leading to various bachelor's degrees. The College of Arts and Letters grants the Bachelor of Arts, the Bachelor of Music, the Bachelor of Fine Arts, and certificates in art, education, and music. The College of Science offers the Bachelor of Science in biology, chemistry, geology, mathematics, physics, and preprofessional studies. The College of Engineering confers the Bachelor of Science in civil engineering, mechanical engineering, electrical engineering, chemical engineering, aerospace engineering, engineering science, architecture, and metallurgical engineering. The College of Business Administration offers the Bachelor of Business Administration.

Combination programs are offered by three of the colleges. The College of Arts and Letters and the College of Engineering offer a five-year program leading to the Bachelor of Arts and Bachelor of Science in Engineering. The College of Arts and Letters also cooperates with the Law School in providing a six-year program leading to the Bachelor of Arts and Bachelor of Laws degrees. The College of Business Administration and the Law School offer a six-year program leading to the Bachelor of Business Administration and the Bachelor of Laws.

The Graduate School consists of the following divisions: arts and letters, social sciences, sciences, and engineering. It offers courses leading to the advanced degrees of Master of Arts or Master of Science. The Doctor of Philosophy is granted to students of English, history, philosophy, and theology in the Division of Arts and Letters; to students of economics, education, government and international studies, and sociology in the Division of Social Sciences; to students of biology, chemistry, mathematics, microbiology, and physics in the Division of Science; to students of aerospace engineering, chemical engineering, civil engineering, electrical engineering, engineering science, mechanical engineering, and metallurgical engineering and materials science in the Division of Engineering. Master's and doctor's degrees are also conferred by the Medical Institute, an autonomous center devoted to the study of medical history and thought. In addition, the Master of Business Administration degree is offered by the College of Business Administration, and the Law School offers the Bachelor of Laws.

VALPARAISO UNIVERSITY

In 1859 the Valparaiso Male and Female College was opened at Valparaiso, Indiana. Classes were suspended from 1869 until 1873 when the college was reopened as the Northern Indiana Normal School and Business Institute. In 1900 its name was changed to Valparaiso College, and in 1907 it became Valparaiso University. In 1925 the university was purchased by the Lutheran University Association, which now owns and controls it. In the last decade, the enrollment grew steadily from 2,490 students in 1957 to 4,225 in the fall of 1967.

The university is located 44 miles from Chicago in the residential city of Valparaiso, Indiana. The campus now includes more than 300 acres of land, and a total of 55 instructional and residential buildings have been constructed. The Moellering Library contains over 130,000 volumes, 10,000 government publications, 44,000 pamphlets, and over 17,000 bound volumes of periodicals. More than 950 periodicals are received on a regular basis.

Valparaiso is accredited by the North Central Association, the State Board of Education, and the National Council for Accreditation of Teacher

Education. It is approved by the National Association of Schools of Music, the American Bar Association, and the Engineer's Council for Professional Development.

The College of Arts and Sciences grants the following undergraduate degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Science in Home Economics, Bachelor of Science in Physical Education, Bachelor of Science in Education, Bachelor of Music, and Bachelor of Music Education. Majors are offered in art, biology, chemistry, economics, education, English, French, German, classics, Greek, Latin, Spanish, geography, geology, government, history, home economics, mathematics, music, philosophy, physical education, physics, psychology, social work, sociology, speech and drama, and theology.

The College of Business Administration contains four departments: accounting, economics, finance, and management and marketing. Students enrolled for Bachelor of Science in Business Administration must major in one of these four areas. The College of Engineering offers four-year curricula leading to the Bachelor of Science in civil, electrical, and mechanical engineering. The School of Law, founded in 1879, offers an accredited program leading to the Bachelor of Laws and the Juris Doctor degrees. The university also offers preprofessional programs in medicine, dentistry, medical technology, nursing, and law.

VINCENNES UNIVERSITY

Vincennes University is the oldest institution of higher learning in Indiana. Located in Vincennes, a southwestern city situated on the Wabash River, the university was founded as Jefferson Academy in 1801. In 1804 the institution was renamed Vincennes University by the Indiana territorial legislature.

Vincennes University is a community junior college and has the distinction of being the only publicly-supported institution of its kind in Indiana. The university has grown from a school with a total enrollment of 446 in 1957 to one with a fall, 1967 enrollment of 2,244.

Two years of education are offered for students who expect to transfer to four-year colleges and universities, who expect to complete their career training at Vincennes University, and who are interested in general education. The university is accredited by the North Central Association, the National League of Nursing, and the Veterans' Administration to offer the Associate in Arts, the Associate in Science, and Associate in Applied Science degrees. Those students not seeking degrees or meeting division requirements may qualify for the certificate of graduation.

The Curtis G. Shake Library has a capacity for 60,000 volumes and facilities for audio-visual materials. The library collection now totals about 25,000 books; approximately 215 current professional and general periodicals are regularly received. In addition to the Shake Library, all students have access to the Vincennes Public Library, which is a short distance from the university.

Programs of study are separated into two major Divisions: the Academic Division that is made up of programs intended for transfer toward the Bachelor's degree and the Career Division that is made up of vocationally oriented programs completed at Vincennes University. Students may select a two-year program from the following fields: accounting, agriculture, aviation mechanics technology, auto mechanics, biology, clerk-typist, data processing, distributive education, general aviation flight technology, food service technology, general business, graphic reproductions, home economics and family life, journalism, laboratory technology, practical nursing, nursing, recreation leadership, secretarial training, and technology (electronics, drafting, or machine trades).

Students intending to transfer are encouraged to take the liberal arts course leading to the Associate in Arts or Associate in Science degrees. The associate degree program in nursing leads to the Associate in Science. Preprofessional work may be taken in engineering, medicine, dentistry, optometry, veterinary medicine, pharmacy, law, and medical record librarianship.

WABASH COLLEGE

Wabash was founded in 1832 and is a privately endowed college for men. It is situated in Crawfordsville, Indiana, about 45 miles northwest of Indianapolis. The college campus consists of approximately 50 acres of land, and 20 buildings have been constructed for administration, faculty, and student use. The Lilly Library contains approximately 165,000 books, periodicals, and documents; more than 550 periodicals are regularly received. The college is accredited by the North Central Association and the American Chemical Society.

Wabash offers the Bachelor of Arts degree. Each student is required to distribute his courses during his freshman and sophomore years among the three divisions of science, humanities, and social studies. In his junior and senior years the student concentrates his study in one of these divisions. The Science Division is comprised of the departments of biology, chemistry, mathematics and physics; the humanities division includes the departments of classical languages, English, fine arts, German and Russian, philosophy, religion, romance languages, and speech; and the social science division has departments of economics, history, political science, and psychology and education.

Preparation for the professions of medicine, dentistry, teaching, and engineering is offered at Wabash. The five-year program in engineering qualifies a student for the Bachelor of Arts from Wabash and the Bachelor of Science in engineering from Columbia University.

The enrollment has increased from 625 in 1957 to 891 students registering in the fall of 1967. Most of the Wabash student body lives on campus, with residence halls accommodating 200 men and fraternities housing most others.

REGIONAL CAMPUSES

INDIANA UNIVERSITY FORT WAYNE CAMPUS

Indiana University began operation in Fort Wayne in 1917 with a total enrollment of 142 students, 9 instructors, and 12 classes. Fifty percent of the students consisted of teachers; the others were adults interested in such courses as philosophy and applied psychology, public speaking, economics, trigonometry, journalism, business English, and elementary French. Classes were conducted in rented rooms of a downtown office building. The profile of the operation, however, has changed dramatically since then.

At the beginning of the fall semester of the 1967-68 academic year 2,705 students were enrolled in 313 different class sections taught by 77 full-time and 86 part-time faculty members. The main academic structure northeast of downtown Fort Wayne is situated on 411 acres of ground on the banks of the St. Joseph River. The building's 200,000 square feet provide 52 classrooms, 30 laboratories, a library for more than 50,000 volumes, special facilities for languages and speech and theatre, and many auxiliary service facilities. The building was designed to satisfy the needs of the institution until 1972. However, present enrollment has already reached the point predicted for that time. Over half of the students are full-time. An increasing number intend to complete all four years of their baccalaureate work and receive their degrees at Fort Wayne.

In June, 1968, students received the following baccalaureate degrees: Bachelor of Science (in business in the areas of marketing, finance, accounting, and management and administration; in education in the area of elementary education and in English for a [illegible] bachelor of [illegible] (in medical technology, history, and English). Authorization has been given to offer the Bachelor of Science degree in Dental Hygiene Education with the first students to be graduated in 1969. This year students will receive a three-year Associate Degree in Dental Hygiene and a one-year credit certificate in dental assisting. The Division of General and Technical Studies, cooperating with the colleges in the six Indiana University facilities [illegible] Fort Wayne, granted two-year Associate in Science degrees in business technology and in x-ray technology in June, 1965. Soon to be announced are the bachelor of arts degrees in sociology, government, economics, and geology. Graduate courses are presently being offered in English, education, and music, physical education, and recreation. It is hoped that funds and facilities will permit an early master's degree in business and education. Maintaining its image as one of the early innovators in adult education, the Fort Wayne campus offers over 20 noncredit courses each semester in adult education.

Physical facilities are shared jointly with Purdue University. In addition, "academic divisions" have been developed in which each school has assumed the responsibility for teaching particular areas to students from both universities.

INDIANA UNIVERSITY INDIANAPOLIS DOWNTOWN CAMPUS

The enrollment at the Indianapolis campus has grown rapidly during the past five years. Total enrollment has increased almost 30 percent from 3,502 in 1963-64 to 4,527 in the fall of 1967. During the same period full-time student enrollment increased even more dramatically from 301 in 1963 to 1,104 in the fall of 1967, an increase of 266 percent. Present indications are that no diminution in the rate of increase will occur over the next five years.

Much of the rate of rapid increase can be attributed to the systematic development of academic programs now taking place at this campus. General goals are to develop programs in the broad areas of arts and sciences, business, and education. Specialized programs in each of these areas are being developed as rapidly as resources and facilities permit. At present, a degree program in English is being offered, and there is strong likelihood that degree programs will be available in history and psychology during the academic year 1968-69.

In addition to undergraduate degree offerings, selected graduate courses in business, education, and chemistry are offered under the supervision of the appropriate graduate schools at the Bloomington campus. Other programs include an Associate Arts in Nursing program. Service courses are provided for the following: The Indiana University School of Nursing, The General Hospital School of Nursing, Fort Benjamin Harrison, The School of Police Administration, The John Herron School of Art of Indiana University, and the Allied Medical Sciences curricula.

INDIANA UNIVERSITY KOKOMO CAMPUS

The Kokomo campus, an integral part of Indiana University, is designed to serve a seven-county region in the north central portion of the state. The facility has been in continuous operation on a 24-acre site since the fall of 1945. Credit student enrollment for 1967-68 was 1,135, including 381 attending on a full-time basis.

The $3,000,000 Indiana limestone structure was completed during the summer of 1965. It is 450 feet in length, is completely air conditioned, and comprises five main functional areas. Classrooms and laboratories are of the most modern types in today's university use. The structure also includes a 15,000 square-foot library, student lounges and commons, and the 900-seat Havens Auditorium.

Twenty-six resident faculty serve as the core of the teaching staff. The resident faculty is supplemented by associate faculty approved for teaching specific courses by the appropriate departments and deans at Bloomington.

Regular Indiana University courses make up the principal credit program. These courses provide study for the student working toward a baccalaureate degree who chooses to complete a portion of his degree requirements as a commuting student; the student working toward a two-year degree in nursing or one of Purdue University's technical programs under the "host-guest" arrangement; the adult nondegree student who desires to take college courses simply for self-improvement; and the in-service teacher who wishes to take certain graduate courses applicable to advanced degrees. Also provided at the Kokomo campus is a variety of "continuing education" programs (noncredit) designed to meet the professional needs and cultural interests of residents within the Kokomo region. Several of the occupationally oriented programs are offered in cooperation with Purdue University and the Indiana Vocational and Technical College.

Kokomo campus students may complete freshman and sophomore requirements in most subject areas and continue work beyond the sophomore level in some fields. The eventual granting of baccalaureate degrees at the Kokomo campus in elementary and secondary education, business, and some of the arts and science areas are being contemplated. In 1967-68, 75 different credit courses were offered at the Kokomo campus, with multiple sections in the more basic courses.

Extracurricular activities at the Kokomo campus include several student organizations, biweekly convocations, informal student-faculty discussions ("Project Griddle"), an honors seminar, and other events coordinated by the student government. "Kokomo Campus Radio" is aired each evening over WKMO-FM. The Kokomo campus serves as the major cultural center for the region, providing music, drama, and other fine arts features throughout the year.

INDIANA UNIVERSITY NORTHWEST CAMPUS

The Northwest Campus of Indiana University is located in Glen Park, a suburb located near Gary. Besides its principal site in Gary, the campus also offers a representative academic program in East Chicago. The main building of the Northwest campus is situated near about 240 wooded acres, which now include municipal playing fields, baseball diamonds, and golf courses. The City of Gary, however, plans to make this land available to Indiana University for the continuing development of the Northwest campus. Two new buildings, an academic classroom structure and a student union, are under construction.

As a regional campus of Indiana University, the Northwest campus offers courses that are identical with those of Indiana University at all of its campuses throughout the state. The academic program in the spring semester of 1967-68 included 303 sections offered in the College of Arts and Sciences, the School of Business, the School of Education, the School of Health, Physical Education, and Recreation, the School of Music, the School of Nursing, and the Graduate Library School. Upon this broad base of humanistic, scientific, and professional offerings already scheduled, Indiana University plans to develop the Northwest campus into a major degree granting institution.

In 1967-68, six degree programs in business, education, English, geology, history, and psychology formed the nucleus for this projected expansion, and an Associate of Arts Degree Program in Nursing was implemented. Other degree programs--biological science, chemistry, classics, economics, fine arts, French, German, government, mathematics, medical technology, music, philosophy, physics, secondary education, social service, sociology, Spanish, and speech and theatre--have already been officially nominated, and further majors and necessary minors for these degree programs are also scheduled. Graduate courses at the Northwest campus were offered during 1967-68 in business, education, English, health, physical education and recreation, and library science. These offerings will also be expanded.

In the spring semester of 1967-68, 3,491 students enrolled at the Northwest campus in credit courses at all levels, from freshman to graduate. Of these, 1,481 were full-time undergraduates (defined as students taking 12 or more credit hours), and 555 were graduate students--most of them in the graduate division of the School of Education.

In 1967-68 the Northwest campus resident faculty and administration numbered 95 men and women. Of the 95, 72 were teaching; approximately half of those teaching had the terminal degree, most frequently the Ph.D., in their disciplines. They were assisted in their teaching responsibilities by 95 members of the Associate Faculty (part-time) drawn from neighboring institutions in disciplines in which resident faculty were not available.

INDIANA UNIVERSITY SOUTHEASTERN CAMPUS

The Southeastern campus offers a wide variety of undergraduate courses in arts and sciences, business, education, health, physical education, and recreation, engineering, technology, and nursing. A few graduate courses in English, education, and health, physical education, and recreation are offered. The first baccalaureate degrees (in elementary education) will be granted in June, 1969. Degree programs in business and some of the arts and sciences are expected to be established soon thereafter. The first class in the two-year associate degree in nursing program graduated in June, 1968. In addition, the freshman years of Purdue University engineering and mechanical engineering technology can be taken at this campus.

Recent growth has been rapid. In the last four years the number of full-time students has tripled. During the fall semester of 1967-68, 1,925 credit students were enrolled, 694 of whom were full-time students, and 241 were graduate students. Total credit student fall enrollment is projected to be 3,200 in 1972 and 4,500 in 1977.

In February, 1968, there were 39 resident professors and lecturers, 6 administrators, 3 librarians, and 24 staff employees. The faculty, with the help of 59 associate (part-time) instructors, taught 136 different courses in 32 disciplines. Resident faculty members are considered members of the parent department in Bloomington and have the same status, benefits, and privileges as their colleagues in Bloomington.

The three buildings that house the present Southeastern campus are located in Warder Park near the center of Jeffersonville. A completely new campus is now in the planning stage. It will be located on a 160-acre site just north of New Albany, Indiana. The completion is expected in 1972. Since Jeffersonville and New Albany are just across the Ohio River from Louisville, Kentucky, the faculty, staff, and students have the opportunity to participate in a wide variety of cultural and recreational activities not found in the average small city.

INDIANA UNIVERSITY SOUTH BEND-MISHAWAKA CAMPUS

The South Bend-Mishawaka campus is located on a site adjacent to the St. Joseph River in South Bend. The main building, Northside Hall, was dedicated in 1962, and Greenlawn Hall was opened for use in 1966. New construction is planned for expanding the campus facilities that currently include use of off-campus buildings. In addition to housing classrooms, the buildings contain up-to-date facilities for language study, science laboratories, an art studio, a library, student and faculty lounges, a bookstore, administrative offices, and a theatre with a capacity of 800, which serves student theatrical and musical events and programs of general community interest.

The present enrollment is 2,778. The resident faculty is the core of the teaching staff, selected on the same basis as faculty appointed to serve on the Bloomington campus. The resident faculty is supplemented by associate faculty members who have been approved for teaching specific courses by the appropriate departments and deans on the Bloomington campus. These associate faculty members are drawn from qualified business and professional people in the community and from other colleges and universities.

University courses in the credit programs at the South Bend-Mishawaka Campus are identical with those at Bloomington. They are designed for: the student working toward a bachelor's degree in English, history, elementary education, or in certain business fields (accounting, finance, management and administration, and marketing) who may complete all requirements at the South Bend-Mishawaka Campus; the young high school graduate who wishes to attend college on a full-time basis in his home locality; the high school graduate who wishes to work toward a college degree but whose responsibilities oblige him to take college classes on a part-time basis; the adult nondegree student who desires to take college courses for self-improvement of his job status or simply to satisfy his desire to continue formal learning; the student who may be working for a degree at another campus and who finds it convenient to take part of his course work nearer home; and the student who wishes to take courses applicable to graduate degrees.

The Bachelor of Arts degree in English and in history may be earned at the South Bend-Mishawaka campus. In addition, the Bachelor of Science in Business and the Bachelor of Science in Education degrees are conferred. Two-year certificates are granted to those students completing programs in humanities, social sciences, sciences, accounting, or management and administration. Those students wishing to complete degree programs (undergraduate or graduate) at the Bloomington campus may take various courses at the South Bend-Mishawaka campus prior to transferring.

Indiana University and Purdue University jointly offer the Purdue University freshman year of engineering at the South Bend-Mishawaka campus. Also made available is a variety of noncredit courses and cultural programs, and courses are offered in liberal arts for adults, continuing professional studies, and college preparatory subjects.

PURDUE UNIVERSITY CALUMET CAMPUS

Purdue University Calumet campus began as a university extension and an outgrowth of technical training efforts during World War II. After the war a portion of the present campus was provided by the community, and the remainder (more than 170 acres) was purchased for ultimate development as a campus of Purdue University. The organization pattern parallels and is integrated with the basic administrative structure of Purdue University.

Although early enrollments at the Calumet campus grew slowly, it has sustained a steady annual growth of about 20 percent. Currently about 1,500 full-time collegiate students are enrolled, and more than 2,000 other students are pursuing regular programs part-time. In addition, many people are engaged in a variety of adult education activities.

Students are served by approximately 150 full-time professional staff members and well-qualified individuals from the community who teach a portion of the evening offerings. The Calumet campus will develop in the pattern of the parent institution so far as facilities, staff strength, and student enrollments permit. Additionally, other programs may be undertaken by the university to serve the post-high school educational needs of this area. Currently offered are Bachelor of Science degrees in a number of technologies and in the sciences, particularly in chemistry and mathematics; Bachelor of Arts or Bachelor of Science degrees in some of the humanities, in teaching majors, and in elementary education. Additional majors will be added as needs are demonstrated and as facilities and staff competencies permit. Associate in Applied Science degrees are offered in a wide range of technologies.

PURDUE UNIVERSITY NORTH CENTRAL CAMPUS

Six miles south of Michigan City Purdue University has built its North Central campus--the newest higher education facility in northern Indiana. The $3.3 million structure, located on 216 acres, opened its doors to nearly 1,200 enrollees last fall. The school already has obtained a full-time faculty of 40 members and 30 part-time instructors. The main portion of the four-story building contains 83,000 feet of usable space. During the summer of 1968 the construction of a $675,000 addition to the present facility will begin and will be completed by September, 1969. The present multipurpose academic building contains 15 classrooms, 7 laboratories and drafting rooms, 2 laboratory-lecture demonstration rooms, faculty and administrative offices, student and faculty lounges, and a greenhouse. The new addition will contain added classrooms, a psychology laboratory, and additional student service facilities.

The current offerings at this campus include the first two years of study in most Purdue University curricula. It is possible for students to complete freshman and sophomore years for transfer to other colleges, and students interested in two-year technology programs have opportunities to complete such training on the campus. In addition, some graduate courses during the regular semester program in evening classes are available. Graduate courses also will be offered on the summer school schedule. It is hoped that in the near future graduate studies leading toward advanced degrees in a number of subject areas will be provided; one of the first programs under consideration is an advanced degree in elementary education.

A very important part of the offerings at Purdue North Central is the continuing education program. Noncredit courses in everything from the cultivation of Bonsai trees to courses designed to aid the layman in the preparation of his income tax return are included for the prospective student. Industrial training for supervisors, taught in local manufacturing plants, is also part of the offerings customized for specific organizations by the faculty and staff at Purdue North Central.

THE EASTERN INDIANA CENTER OF EARLHAM COLLEGE IN COOPERATION WITH BALL STATE UNIVERSITY, INDIANA UNIVERSITY, AND PURDUE UNIVERSITY

The Eastern Indiana Center of Earlham College provides post-high school educational opportunities for students within a commuting distance of the Earlham College campus. The center was established in 1946 as a joint undertaking between Indiana University and Earlham College and was originally intended to serve adults in the community. The enrollment has grown, especially within the last six or seven years, and the center now serves a wider clientele with many more students enrolled in a full-time course of study. Enrollment for the fall semester of 1967 was 671, 121 full-time and 550 part-time students. In addition, more than 125 students were registered in noncredit courses.

The program at the present time includes courses in the first two years of undergraduate study, a two-year curriculum in mechanical engineering technology, which leads to an Associate Degree in Applied Science from Purdue, and a noncredit program in machine shop practices conducted under a contract with Indiana Vocational Technical College. Courses are offered from each of the four cooperating institutions with each being responsible for the qualifications of the instructors. There are now full-time faculty members in English, history, sociology, and economics, and additional full-time appointments will be made as enrollments create the demand.

Classes are conducted in the late afternoon and evening hours in the facilities of Earlham College. The mechanical engineering technology program is now using space donated by one of the local industries for two classrooms, a drafting laboratory, and a machine tool laboratory. The vocational classes, given through the support of the Indiana Vocational Technical College, also use the machine tool laboratory.

The administrative responsibility for the operation of the center rests with Earlham College. A board of managers, composed of two representatives from each of the four institutions and six local citizens, serves as a policy-making body. Each of the institutions contributes to the financial support of the program.

PURDUE UNIVERSITY FORT WAYNE CAMPUS

The Fort Wayne campus of Purdue is located on a 412-acre tract at the northeastern edge of Fort Wayne. By 1964 it occupied a 200,000 square-foot building with an Indiana University campus. The enrollment currently totals 2,229; 912 are full-time students. The campus is growing at about 15 percent per year, with full-time enrollments increasing about 25 percent per year.

Baccalaureate programs include chemistry, mathematics, English, technology, psychology, teaching majors in several of these fields, and teaching in speech. Master's degrees are given in mathematics teaching and, with a small Lafayette residency requirement, in English, interdisciplinary engineering, agriculture, extension education, and biology. Two-year associate degrees are offered in a number of technical areas, including nursing and computer technology.

The Indiana University-Purdue Fort Wayne campuses have little program overlap. However, the faculty of Purdue does share "academic missions" in which each school has assumed the responsibility for teaching all students, both from Indiana University and Purdue, in a particular area. Growth in numbers is planned to be accompanied by more program diversity and a physical plant suited to serve both educational needs and the community. There are presently 110 teaching faculty members.

INDIANA STATE UNIVERSITY EVANSVILLE CAMPUS

Indiana State University initiated the Evansville campus in the fall semester of 1965. The beginning fall semester program included courses at the freshman level that were designed to meet general education requirements for persons seeking an undergraduate degree. A sophomore level program was added in September, 1966, as were additional courses designed to serve the needs of people at the upper levels of their undergraduate study. Each year the curricular offerings of the Evansville campus are expanded to meet the growing needs and interests of persons residing in the southwestern part of Indiana. Credits earned at the Evansville campus are the same as those earned on the Terre Haute campus, and students may transfer between the two campuses at the end of any semester.

The enrollment on the Evansville campus for the fall semester of 1967 was 992, and the schedule for the fall semester of 1968 anticipates an enrollment of 1,100 freshman, sophomore, and junior level students.

The educational programs that they will enroll in include prelaw, premedicine, predentistry, arts and sciences, business, and teacher education. The academic structure is currently divided into four major areas: humanities and literature, the social and behavioral sciences, business, and science and mathematics. Majors will be offered in history, life science, business, and English; minors will be offered in these areas, in mathematics, and in chemistry. In addition to these curricula, plans include a major in elementary education.

At the present time the Evansville campus is located in the former Centennial School of Evansville. However, a new campus is being created, and it is located approximately three miles west of the city limits of Evansville on nearly 400 acres. The first classroom building on the new campus will be ready for use in the fall of 1969.

APPENDIX B

DEFINITIONS OF ACADEMIC RANK

Colleges and universities with four-year programs, and sometimes two-year colleges, use a fairly standard system of academic ranking of their faculties. The pattern of ranking has traditionally consisted of the following levels in the academic hierarchy: academic dean, professor, associate professor, assistant professor, and instructor. In the present study two additional categories have been used, junior staff and other academic faculty.

"Academic dean" in this study refers only to deans; that is, associate or assistant deans have not been included. The associate or assistant deans were included in the other levels according to their individual rank. Administrative deans, dean of admissions, dean of summer sessions, and so forth were excluded also. Those faculty not holding the exact titles just listed, but who hold comparable positions, were classified according to the rank of the corresponding position. Titles such as director of research, associate director of research, assistant for research, and so forth were equated to the comparable faculty ranks.

In most instances, the title of academic dean is given to someone who has already attained the rank of professor. However, someone holding a lower rank may be appointed as academic dean by demonstrating his ability to administer curricular affairs, by being selected by his colleagues for the position, or by qualifying through his efforts in research, teaching, or other positions of leadership. In the small single-purpose college, the academic dean serves the faculty as a whole. In the more complex institutions, the rank of academic dean is generally bestowed upon the chief academic administrator of each college and school (for example, Dean of the College of Arts and Sciences, Dean of the School of Music, Dean of the School of Education, and so forth).

Although the precise definition for each academic rank may vary from one college or university to another, the rank of professor is generally reserved for those who have demonstrated that they are academicians of high caliber. They have shown this by earning advanced degrees, by presenting tangible evidence of their scholarly maturity, and by being effective as teachers or researchers. Preferably, the professor will have shown his effectiveness in teaching, research, and scholarly publication.

The rank of associate professor is most frequently granted to a scholar of less distinction than the professor in terms of preparation through teaching or research and publication. The associate professor has usually attained the highest academic degree in his field of specialization and has shown promise as an outstanding teacher or research worker. He has been retained as a permanent member of the staff and will most likely qualify for a full professorship somewhat later in his career.

The rank of assistant professor is granted to faculty who are generally younger and have achieved less scholarly maturity than the associate professors. The assistant professor may have recently received the highest academic degree in his field of specialization and may not yet have had the opportunity to demonstrate his effectiveness in teaching or in research and publication. Furthermore, the college teacher with some experience, who has not yet completed the requirements for a doctorate but who has demonstrated teaching ability, may be assigned as an assistant professor.

A young researcher, who has yet to publish in quantity, is often appointed at a corresponding rank.

Those designated as instructor have the lowest academic rank for regular full-time members of the faculty. This rank is granted to those whose academic preparation in their field of specialization is near the minimum level acceptable for faculty appointment. Generally, the instructor has had little experience in college-level teaching and will be retained as a faculty member for only a limited number of years; he will either qualify for promotion or be refused continued appointment. An instructor seldom qualifies for tenure.

Junior staff are teaching fellows, teaching assistants, research assistants, junior instructors, or other persons below the rank of instructor. They are promising scholars whose abilities are yet to be fully proved. The common practice in larger universities is to assign junior staff members to the elementary courses for the lower division undergraduate level. Their major objective is to obtain an advanced degree. Experience in college teaching for these persons is often a valuable apprenticeship because many expect to become college teachers on a full-time basis after the completion of their academic training. The titles for junior staff members vary depending on the institution and the degree of independence in teaching (and quite often in research) that the person enjoys. One who assists a full-time faculty member in some phases of his teaching duties may be designated as a teaching assistant or graduate assistant; the teaching associate generally has full responsibility for conducting one or more classes. Those who assist full-time faculty in research assignments are sometimes called research assistants. Such staff members are included in the junior staff category of this report.

Beyond the four basic instruction and research ranks (professor, associate professor, assistant professor, and instructor), various other titles are used to indicate persons holding temporary or part-time appointments or who do not for some reason qualify for assignment at a regular rank. Common titles for these "other academic faculty" are "lecturer" or "visiting professor." A visiting faculty member may teach only one or two courses or serve as a specialist in an area where he has extensive competence. In this analysis of Indiana higher education, those not assigned to one of the regular ranks are included in the single category "other academic faculty."

APPENDIX C

EARNED DEGREES CONFERRED BY INDIANA INSTITUTIONS
(1966-1967 and 1967 Summer)

Major Field of Study	4-Year Bachelor's and First Professional Degrees	First Professional Degrees Requiring 5 or More Years	Master's Degrees (Except First Professional)	Specialist (2-Year Graduate)	Doctor's Degree	Associate Arts Degrees (2-Year)	Secondary Education Certification
Agriculture	161 (1)*		44 (1)*		46 (1)*	4 (1)*	19 (1)*
General	27 (1)						
Business	24 (1)						
Agronomy, field corps	32 (1)		10 (1)		17 (1)		
Animal science	22 (1)		24 (1)		19 (1)		
Wildlife management	13 (1)						
Food science	5 (1)						
Horticulture	9 (1)						
All other	29 (1)		10 (1)		10 (1)		
Architecture	25 (1)						
Biological sciences	721 (27)		229 (9)		78 (3)		212 (19)
Biology, general	466.5^{+} (25)		85 (7)		3 (1)		110.5 (19)
Botany, general	17 (4)		9 (2)		6 (2)		
Zoology, general	142 (6)		16 (2)		6 (2)		1 (4)
Anatomy	7 (1)		5 (1)		1.5 (1)		
Bacteriology and/or microbiology	15 (4)		3 (2)		12 (2)		
Biochemistry	7 (2)		15 (3)		16 (2)		
Physiology	7 (1)		2 (1)		1.5 (1)		
All other	59.5 (5)		94 (4)		32 (2)		100.5 (2)
Business and commerce	2,163 (20)		600 (6)		44 (2)	21	
Industrial management	16 (2)		1 (1)				

Major Field of Study	4-Year Bachelor's and First Professional Degrees	First Professional Degrees Requiring 5 or More Years	Master's Degrees (Except First Professional)	Specialist (2-Year Graduate)	Doctor's Degree	Associate Arts Degrees (2-Year)	Secondary Education Certification
Education	3,520.5 (28)		3,246.5 (10)	53	198 (5)	50	1,258 (28)
Business	213.5 (10)		106.5 (4)		11 (1)		245 (12)
Counseling and guidance			333 (5)	1 (1)	7 (3)		
Administration and supervision			282 (4)	52 (1)	25 (2)		
Elementary	2,126.5 (26)		984 (6)		28 (3)		
Industrial	154 (3)		121 (3)				126 (2)
Physical	551.5 (20)		376.5 (6)		14 (1)		522 (18)
Music	185 (18)		86 (7)		3 (1)		117 (17)
Secondary	45 (2)		227 (3)		19 (2)		45 (2)
Special	131 (4)		192 (6)		12 (2)		46 (2)
All other	114 (8)		538.5 (5)		79 (4)		157
Engineering	1,550 (7)		446 (2)		84 (1)	7 (1)	
Aeronautic	113 (4)		60 (2)		10 (1)		
Agricultural	10 (1)		4 (1)		3 (1)		
Chemical	131 (5)		27 (2)		3 (2)		
Civil	211 (6)		96 (3)		12 (2)		
Electrical	539 (7)		151 (3)		20 (2)		
Engineering science	24 (1)						
Industrial	49 (2)		18 (1)		3 (1)		
Mechanical	441 (7)		60 (2)		18 (2)		
Metallurgical	18 (1)		15 (1)		2 (1)		
All other	14 (2)		15 (2)		13 (2)	7 (1)	
English and literature	1,078 (29)		365 (10)		23 (2)		575 (25)
Journalism	47.5 (9)		11 (2)				17 (3)
Fine and applied arts	524 (26)		367.5 (8)		30 (3)	21 (1)	248
Fine arts	163 (16)		92 (5)				99 (15)
Folklore			5 (1)		3 (1)		
Music	103 (21)		137 (6)		13 (1)		3 (2)
Speech and drama	224 (10)		83.5 (6)		14 (2)		146 (14)
All other	34 (8)		50 (2)			21 (1)	

Major Field of Study	4-Year Bachelor's and First Professional Degree	First Professional Degrees Requiring 5 or More Years	Master's Degrees (Except First Professional)	Specialist (2-Year Graduate)	Doctor's Degree	Associate Arts Degrees (2-Year)	Secondary Education Certification
Foreign language and literature	535 (24)		266.5 (6)		12 (1)		266.5
French	178 (23)		66 (5)		4 (1)		97.5 (15)
German	76 (17)		36 (3)		3 (1)		14 (12)
Latin or Greek	34.5 (8)		24 (5)				25.5 (5)
Russian	22.5 (7)		36 (1)		3 (1)		6.5 (2)
Spanish	212 (20)		59.5 (5)		2 (1)		122 (16)
All other	12 (3)		45 (2)				1 (2)
Forestry	25 (1)		12 (1)		2 (1)		
General Education and liberal arts						47 (3)	
Geography	36 (4)		23		5 (1)		10 (3)
Health profession	495 (8)	465	117 (4)		20 (1)	187 (4)	
Dentistry	27 (2)	85 (1)	32 (1)				
Dental technology						39 (1)	
Medicine	46 (3)	182 (1)					
Medical technology and hygiene	53 (9)					1 (1)	
Nursing and public health	260 (6)		28 (1)			147 (3)	
Optometry	26 (1)		30 (1)				
Pharmacy (Program A)		149 (2)	7 (2)		8 (1)		
(Program B)		49 (1)	13 (1)		7 (1)		
All other	83 (3)		7 (3)		5 (1)		
History and philosophy of science					3 (1)		
Home economics	259.5 (13)		88 (6)				119 (9)
Law (LLB or higher)		301 (3)	3 (1)				
Library science	10 (3)		113 (3)				47 (3)

Major Field of Study	4-Year Bachelor's and First Professional Degree		First Professional Degrees Requiring 5 or More Years		Master's Degrees (Except First Professional)		Specialist (2-Year Graduate)		Doctor's Degree		Associate Arts Degrees (2-Year)		Secondary Education Certification	
Linguistics	2	(1)			31	(1)			7	(1)				
Mathematics	547.5	(29)			257	(9)			33	(3)			251.5	(24)
Philosophy	130	(21)			18	(3)			11	(2)				
Physical sciences	502	(27)			285	(8)			130	(3)			169	
Astronomy	1	(1)			8	(1)			4	(1)				
Chemistry	330	(27)			126	(8)			88	(3)			51.5	(13)
Geology	40	(17)			24	(1)			7	(1)			4	(2)
Physics	106	(20)			85	(6)			31	(3)			18.5	(6)
All other	25	(6)			42	(3)							95	(30)
Police administration	11	(1)												
Psychology	411.5	(21)			68.5	(6)			41	(2)			21.5	(3)
Radio and TV	36	(4)			4	(1)			1	(1)			14	(1)
Religion and Theology	149.5	(16)	67	(5)	84	(6)			8	(2)			5	(1)
Social sciences	2428.5	(28)			597	(9)			76				637.5	
Anthropology	15	(2)			5	(1)			2	(1)				
Economics	424	(17)			80	(5)			21	(3)			11	(3)
History	621	(28)			265	(9)			20	(2)			181	(20)
Political science or government	464	(18)			88	(6)			9	(2)			32	(5)
Sociology	323.5	(18)			54.5	(7)			10	(3)			18	(4)
Criminology					1	(1)								
Social work, social administration	91	(7)												
All other	490	(14)			103.5	(6)			14	(2)			395.5	(13)
Technology											299	(1)		
Aeronautical											49	(1)		

Major Field of Study	4-Year Bachelor's and First Professional Degree	First Professional Degrees Requiring 5 or More Years	Master's Degrees (Except First Professional)	Specialist (2-Year Graduate)	Doctor's Degree	Associate Arts Degrees (2-Year)	Secondary Education Certification
Architectural						32 (1)	
Chemical						5 (1)	
Civil						22 (1)	
Data Processing						25 (1)	
Drafting						3 (1)	
Electrical						74 (1)	
Industrial						24 (1)	
Mechanical						65 (1)	
All other							
Miscellaneous fields	286.5*(9)		117 (4)	2 (1)	12 (2)	10	56 (2)
TOTAL	15,607.5	833	7,382	55	844	646	3,909

*Numbers in parenthesis indicate the number of institutions awarding the degree.

•Mixed numbers indicate the granting of degrees with double majors: .5 is given to both areas in which the degree was obtained.

APPENDIX D

INDIANA HIGHER EDUCATION FACILITIES STUDY - 1967
FACULTY REPORT

Form F

Fall Term, 1967

Institution Name ______________________

Page ______ of ______

Institution Code ______ ______
79 80

Department ______________________

Departmental Abbreviation ______________________
7 18

Name of Person Filling out Report ______________________

Phone Number ______________________

(Col. 1="F", Cols. 2-6=Blank)

Faculty by Rank	Full-Time Number	Full-Time "Split" Appointments		Part-Time %		Total F.T.E. (Col. 1+3+5+ Col.6)	Faculty on Leave Number
		Number	F.T.E.	Number	F.T.E.		
1. Professor							
2. Associate Professor							
3. Assistant Professor							
4. Instructor							
5. Lecturer							
6. Assistant							
7. Other							
Totals							

APPENDIX E

INDIANA HIGHER EDUCATION FACILITIES STUDY - 1967
ADMINISTRATIVE STAFF REPORT Form A

Fall Term, 1967

Institution Name_____________________________

Administrative or
Service Unit_______________________________

Name of Person
Filling out Report__________________________

(Col. 1="A", Cols. 2-6=Blank)

Page _____ of _____

Institution Code_____ _____
79 80

Departmental
Abbreviation_______________
7 18

Phone Number_______________

Administrative Officers Title	Full-Time	Part-Time	Teaching, Research or Related Duties	
			Department	F.T.E.
20 40	46	48-50	52-63	65-71
Totals				

APPENDIX F

INDIANA HIGHER EDUCATION FACILITIES STUDY - 1967
SERVICE STAFF REPORT Form S

Institution Name________________________________

Administrative
or Service Unit________________________________

Name of Person
Filling out Report________________________________

(Col. 1="S", Cols. 2-6=Blank)

Page _______ of _______

Institution Code ______ ______
79 80

Departmental
Abbreviation________________
7 18

Phone Number________________

Clerical Staff Classification	Full-Time Number	Part-Time		Total FTE
		Number	FTE	
19 48	50-57	59-64	65-70	72-78
Secretaries and Stenographers				
Office Clerks				
Machine Operators				
Other:				
Total				

Service and Support Staff Classification		E X A M P L E		
Maintenance				
Janitorial				
Security				
Groundkeepers				
Shop Mechanics				
Storekeepers				
Maids				
Cooks				
Food Service Helpers				
Other:				
Total				